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ABSTRACT

This publication contains a summary of the literature and research review conducted in order to identify personal/social skills and characteristics important to getting and keeping jobs. Also included are the results obtained from surveys conducted with employees who were graduates of postsecondary vocational technical programs, employees who hire postsecondary vocational graduates, and postsecondary vocational school staff responsible for assisting graduates in obtaining placements. The combination of the literature and research review and the surveys provide the basic data used in the construction of an employability inventory, an instrument designed to assess personal/social skills important for job acquisition and retention. Appendixes contain (1) an annotated bibliography on job seeking and job keeping, (2) forms for the former student survey, employer survey, and school staff survey, and (3) personal, interpersonal, and social skills identified in the literature search for desirable worker characteristics. (The employability inventory is included in CE 019 681.) (CSS)

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EMPLOYABILITY: REVIEW AND SURVEY

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THE SYSTEMS APPROACH TO ASSESSMENT AND EVALUATION OF POST SECONDARY VOCATIONAL EDUCATION PROGRAMS

U S DEPARTMENT OF HEALTH,
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March, 1978

CE 019 678

THE SYSTEMS APPROACH TO ASSESSMENT AND EVALUATION OF POST SECONDARY VOCATIONAL EDUCATION PROGRAMS

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Preface

Training people in job skills has long been the major focus of vocational education. As long as there were more job openings than there were trained people to fill these slots, this job skill focus was sufficient. Today, however, the number of people seeking employment is on the rise, and unemployment is endemic and mounting. Adequate preparation for employment in today's marketplace requires the employability skills needed to compete with others seeking the same scarce openings, and the personal/social skills needed for job retention and advancement.

The purpose of the Systems Approach project is to provide post secondary educators with assistance in determining which employability skills and personal/social skills are important in preparing people for job acquisition, retention and advancement. This publication consists of the literature and research review of previous work done in this area as well as results of surveys done with samples of employers, post secondary vocational education graduates and key staff members from two post secondary vocational education institutions who have cooperated in the conduction of this project. We hope this document serves as a basis for development of other tools which will assist vocational educators in performing their employment preparatory mission.

Merle Strong
Center Director

Acknowledgements

The completion of this phase of the Systems Approach project has required the involvement of all project staff past and present. As the staff has changed there have been many "fingers in the pie." Each has left his/her mark on what remains.

We would like to acknowledge the assistance of our National and State Advisory Committees for their advice and counsel. We would also like to thank the staffs from Southwest Tech at Fennimore and Milwaukee Area Technical College. Without the assistance of Dr. Dennis Redovich, Robert Braun and the student services people at Milwaukee and Robert Borman, Rita Van Dyck and George Gibson at Fennimore, completion of this phase of the project would have been impossible.

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PART I

STATEMENT OF THE PROBLEM

Common opinion has long held that job entry and advancement are influenced as much, if not more, by the social skills of the individual as by the specific technical skills the person possesses. Books such as Whyte's The Organization Man, Korda's Power, and Townsend's Up the Organization discuss the importance of portraying certain roles or behaviors as a method of accomplishing job advancement. Nevertheless, little systematic research has been conducted to either validate or refute the importance of social skills in employment success.

Although the relative impact of social skills cannot be assessed, an empirical model of employee mobility suggests that at least minimum social competencies are essential. With the exception perhaps of the Chaplinesque character in Modern Times, no employee's on-the-job behavior involves strictly the performance of motor tasks. Whenever more than one individual is involved in a setting, interpersonal relationships exist. Facility, or agility, in such relationships contributes to the employee's success or failure on-the-job. Furthermore, the importance attached to social skills is likely to increase proportionately as the number of qualified applicants for each job opening increases. For example, the requirements for a clerical position may include a certain typing speed and ability to use specific office machines. In a tight labor market, many applicants, who meet these qualifications, may present themselves for consideration. Given several qualified applicants, those making the decision to hire will likely focus on the personality traits the individual brings to the job.

The process of occupational entry almost universally involves successful performance in at least one social encounter--the job interview. The decision to hire an individual typically is made after a face-to-face dialogue between the applicant and a representative of the employing agency. Although the applicant is not evaluated solely on his/her interview performance, it clearly remains one of the hurdles the applicant must negotiate prior to employment. For example, most interviewers ascribe to the philosophy that the best predictor of future job performance is previous job performance. The applicant must describe his/her previous job performance to the interviewer in terms that will encourage the interviewer to react favorably to his/her request for employment. Before hiring this person, the interviewer may check the validity of the person's statements with previous employers. Nevertheless, if the individual has not successfully described his/her skills in the interview, s/he most likely would have been screened out without a reference check. In other words, even an excellent school or work record is of no use to the individual unless s/he possesses the skills needed to encourage an employer to examine this record.

The period after being hired is typically treated as a probationary period by most employers. During this time, predictions made concerning the applicant's job behavior are validated against on-the-job performance. Most jobs are not performed in isolation; the employee will typically be involved in a variety of social relationships. The employee must portray the appropriate role behaviors expected from him/her by the supervisor and co-worker group. The employee must adapt to the social mores of the work community which s/he has entered. Even the best of technical skills may not be sufficient to retain an employee who treats the supervisor, co-workers, or customers with disrespect.

Promotion or advancement on the job also involves social aptitude. In many cases, advancement involves not only a change in technical skills performed, but also a change in the relationships the worker has with others. Frequently, advancement means movement from a co-worker relationship to a supervisory relationship or movement from a general pool of workers to a specialized assignment involving a closer relationship with the supervisor. In either case, the behavior of the potential candidate for the promotion is evaluated in terms of his/her ability to successfully manage the new social relationships.

Even on a very basic level, therefore, the process of job entry, retention, and advancement involves proficiency in social skills, i.e., the ability to meet the role expectations involved in the various social relationships associated with employment mobility. Historically, vocational educators have demonstrated little commitment to providing training to students in such non-technical skills. Although, as will be demonstrated throughout this report, employer surveys conducted by vocational-technical institutes have frequently underscored the importance of social skills, few programs have attempted to provide systematic training in this area. Such training cannot be developed until the social skills needed by students are identified.

Application of a Systems Approach to Employability Programming

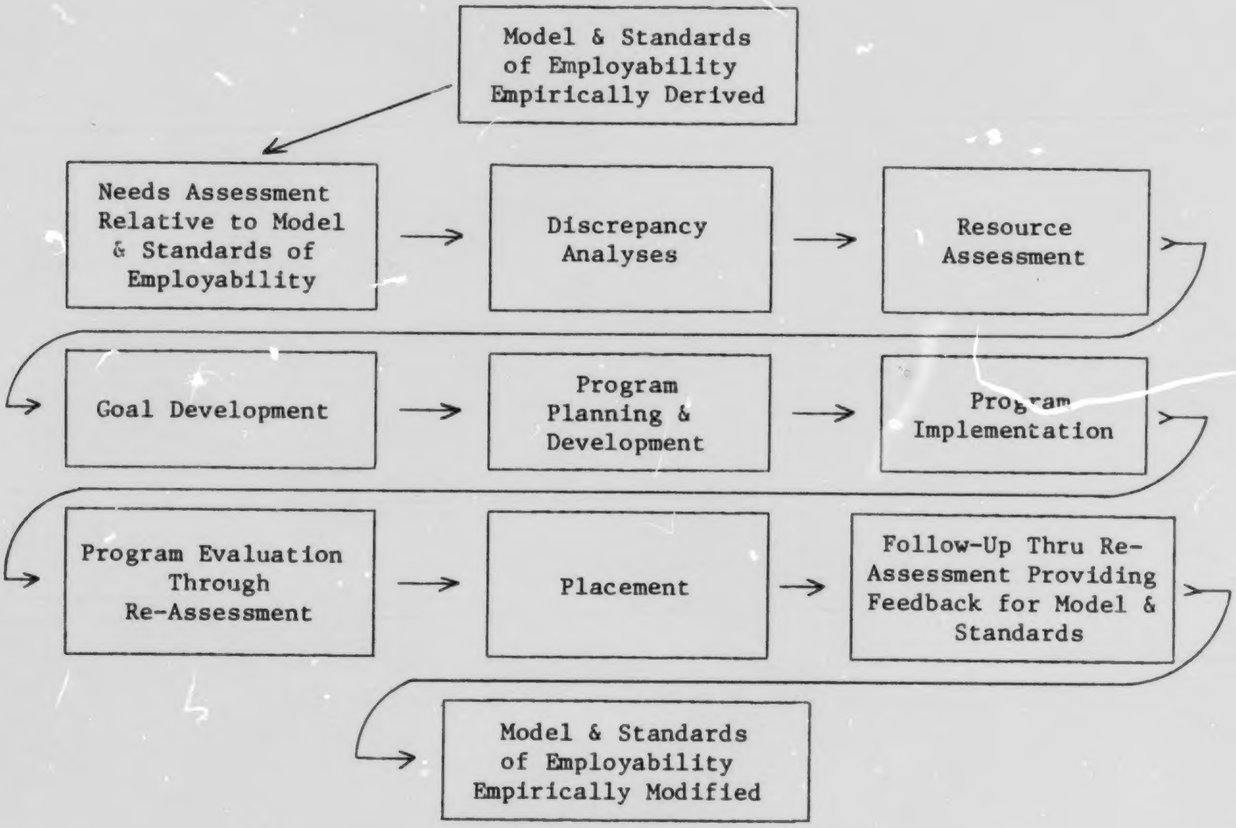
Performance standards form the basis for the movement toward competency-based education. Identification of the standards, assessment of student performance against these standards, and development of programs to train students in the desired competencies are essential components in competency-based training. The vocational education field has already made notable advances in this area through its V-TECS program. Through structured and standardized job analysis procedures, performance standards have been identified for various occupations. Training programs can, therefore, be developed which reflect the competencies students will need to acquire if they are to meet these job requirements. These performance standards, however, only refer to the technical skills needed to perform the job. They do not address the area of social skills. Unfortunately, the standards of appropriate social behavior have not been identified nor has the instrumentation been developed to assess student behavior against these standards. In the past, the typical approach to employee assessment has been to use a trait-factor approach. Through the subject's response to test items, an attempt is made to identify whether the subject possesses the traits believed to be associated with successful performance in specific occupations. Trait-factor instruments have been constructed primarily for use in applicant selection or employee appraisal. The desired traits are viewed as inherent qualities the person possesses. Because of its design and use, trait testing does not yield the type of information necessary to construct training programs in the area of social skills.

Another approach to identifying performance standards for students is to focus on the procedures used by employers in the hiring, retention, and advancement of employees. For example, do they typcially request written resumes of applicants? Do they consistently check references, etc? Once the procedures have been identified, appropriate or desirable behavior standards for the student can be isolated. Again, if resumes are typically requested, what types of information are most important to employers in their selection of new employees?

Below is a schematic diagram of how this type of assessment information would feed into program planning and development:

FIGURE 1

Model for Program Operation When Empirically-Derived Employability Standards Are Used

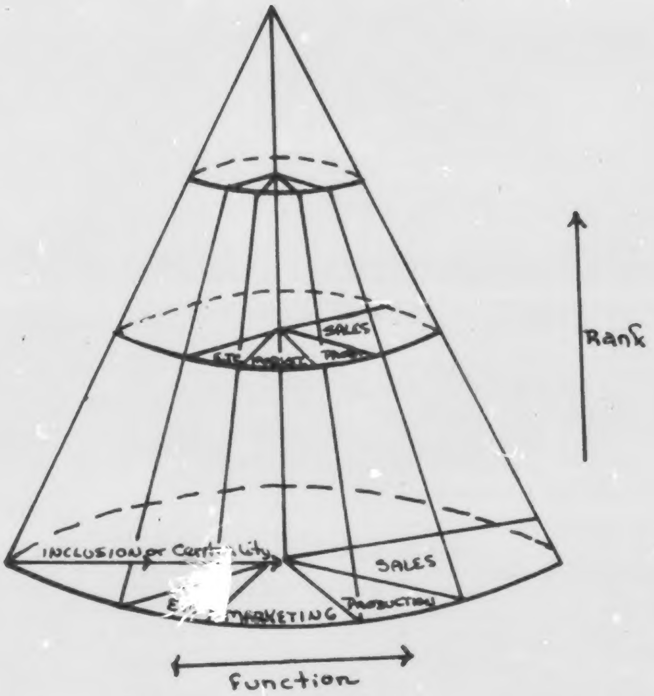

Model & Standards of Employability Empirically Derived
Needs Assessment Relative to Model & Standards of Employability
Discrepancy Analyses
Resource Assessment
Goal Development
Program Planning & Development
Program Implementation
Program Evaluation Through Re-Assessment
Placement
Follow-Up Thru Re-Assessment Providing Feedback for Model & Standards
Model & Standards of Employability Empirically Modified

If the model and standards for a program or programs are to fit within the framework of the mission of the school, preparing people for the marketplace, then they should be empirically-derived. Once known, these become the standards against which beginning students are assessed. Based upon the discrepancy between what students need and what skills they possess, programs are planned and developed to bring them up to at least minimum competence. These efforts are evaluated through reassessment which provides feedback for program revision. Reassessment is followed by placement. If the model and standards of employability are accurate and program efforts to remediate deficiencies are successful, placement is simplified. Follow-up of former students utilizing the same instrumentation as was used in the derivation of the models provides for evaluation of the placement efforts and feedback regarding the models of employability.

Organizational Structures and Employee Mobility

An empirical model of job entry, retention, and advancement is consistent with Schein's (1971) concept of organizational structures. Schein offers a three-dimensional model of an organization which appears in Figure 2.

Figure 2


SALES
ETC. MARKETING PROD.
Rank
INCLUSION or Centrality
SALES
ETC. MARKETING
PRODUCTION
Function

Three groups of boundaries affect employee mobility within the organization: hierarchial boundaries, inclusion boundaries, and functional or departmental boundaries. Of particular concern in the current research are the inclusion and hierarchial boundaries. As Schein comments, "The external inclusion boundary is, of course, of particular significance, in that its permeability defines the ease or difficulty of initial entry into the organization" (p. 405).

Depending on the person's position within the organization, s/he will confront different role demands. Schein has described the person's relationship to these role demands as follows:

> That is, with respect to each role which the person takes or to which he aspires, one can distinguish certain central expectations, certain essential attributes which the person must have, or certain behaviors he must be willing to engage in, in order to fulfill the role minimally (pivotal attributes or norms). Other attributes and behaviors are desirable and relevant though not necessary (relevant attributes or norms), while still another set can be identified as irrelevant with respect to the role under analysis although it includes various 'latent' role capacities the person may have (peripheral attributes or norms). The pivotal, relevant, and peripheral attributes of a role will define in some degree the filters which operate at the boundary guarding access to that role. (p. 412)

Schein's model is consistent with this attempt to identify empirically-derived employability measures. Furthermore, it suggests an underlying method of organizing such information.

The successful employee in such an organizational model probably can be said to exhibit two major traits: predictability and adaptability. Predictability represents consistency or the degree to which the individual has displayed the desired pivotal and relevant behaviors consistently in the past. The primary variable influencing decisions to hire, retain, or upgrade an individual has been that person's previous performance record. Predictions of future behavior are made from past performance. School records, work experience, references, and the candidate's behavior during screening are used as measures of the potential employee's previous performance. When these different measures are in agreement and consistent with the pivotal behaviors sought, the probability of being hired will increase. For example, when a job applicant arrives on time for an interview, has a good attendance record in school, and the previous employer reports no difficulties regarding tardiness or absenteeism, an employer will feel comfortable predicting that the individual will attend his/her new job regularly. However, if that same individual were to arrive late for the interview, the employer could not be as confident in predicting future performance. Because of this reliance on past performance as a predictor of future performance, consistency is an important employee variable.

Adaptability or flexibility is another essential factor in the individual's movement within the organization. Although organizations may define certain behaviors as pivotal for employment, the organizational definition of behavior may not suffice once employed. Subgroups within the organization may demand alternate or different pivotal behaviors. Acceptance by the subgroup requires that the individual be adept in determining and executing the behaviors valued by that group as pivotal. For example, one supervisor may be comfortable in allowing a great degree of independence among the staff while another prefers to maintain close scrutiny. The successful employee will need to adapt his/her personal behavior to such different standards. With the one supervisor, it may be necessary to ask questions for which the individual is reasonably sure of an answer--while in working with the former supervisor, it may be necessary to make independent decisions on matters in which the employee would rather seek the supervisor's approval.

Employment entry or promotion may then be seen as largely determined by the consistency of the person's behavior in terms of the pivotal behaviors sought in individuals entering these positions. Employment survival, on the other hand, may depend on the individual's adaptability, or ability to change behaviors, as situational variables change. In essence, therefore, successful entry, retention, and advancement requires that the individual demonstrate stable or consistent behavior in terms of general organizational standards and at the same time remain flexible in adapting to the behavioral demands in specific subgroups.

Identification of Employability Variables

While potential employees must be able to project an image of predictability and adaptability, they must know which behaviors and characteristics are pivotal both for employment entry and for survival. Very likely, pivotal behaviors and characteristics vary according to occupation. For example, both welders and receptionists may need to exhibit interpersonal communication skills but the demands on each may be vastly different. Ideally, the potential worker should know what behaviors and characteristics are crucial regardless of occupation and what differences are demanded according to occupation.

To provide the potential worker with this information, first the pivotal behaviors and characteristics necessary for any employment must be identified. Then the level of functioning relative to the behaviors and characteristics by occupation must be determined. The project "A Systems Approach to Assessment and Evaluation of Post Secondary Vocational and Technical Education" is an effort to provide this vital information. The primary goals of the project call for: (1) identification of key personal social variables through a literature and research search and review and through the conduct of surveys of employees, employers, and school personnel involved in the placement of students' and (2) development of an instrument to measure or assess the personal/social skills by occupation.

The methods, procedures, and findings both of the literature and research review and of the surveys of employers, employees and school personnel are reported in the pages which follow. Part I has provided the background of the problem. Part II contains a discussion of the findings from the literature search and review. Part III contains the results from the surveys. Each of these parts contains a discussion of the key variables relevant to job entry, retention or advancement. Part IV contains a summary of the major findings from parts II and III. Instrument development will be presented and discussed in a later related document.

PART II

REVIEW OF THE LITERATURE

Two separate approaches were employed in attempting to identify personal/social skills which impact on employability--examination of commercial materials and a review of scholarly research. The first approach involved examination of commercial materials including job-hunting guides, audiovisual programs, and curriculum materials. The commercial materials were included in the review because, in many instances, the authors of these materials were drawing from extensive personal experience in the preparation of these materials. Although the advice and opinions of these authors have not been subjected to rigorous test, it was felt that their attitudes likely mirrored prevailing employer attitudes concerning the characteristics of successful employees and job-seekers. The 90 commercial items reviewed have been included in Job-Seeking and Job-Keeping: An Annotated Bibliography (May, 1977). The annotated bibliography can be found in Appendix A.

The second method used to identify the variables affecting job acquisition, retention, and advancement was a review of scholarly research. In an attempt to insure the comprehensive nature of the review, the Lockheed search of computerized data bases was selected for use. Files included were the AIM/ARM vocational education materials: ABI/Inform business periodicals; Psychological Abstracts; NTIS abstracts of government documents; and Sociological Abstracts. The Social Sciences Citation Index was searched by project staff. Several hundred documents were isolated for review.

The following review contains reference to both the scholarly and commercial literature relative to employment acquisition and retention. As will be seen, there is little conflict between these two sets of literature. Because the variables included in the scholarly research have been subjected to more rigorous evaluation, they have been highlighted in the following summary.

The Contribution of Personal/Social Skills to Job Acquisition

On rare occasions, an employer may take the initiative in pursuing certain candidates for particular positions. In such cases, the employer attempts to "sell" the organization to the individual. Typically, however, these roles are reversed. The applicant competes with other qualified individuals for a specific position. Each applicant attempts to convince the employer that s/he is the best candidate, i.e., the one who should be selected.

The applicants convince the employer of their skills through their communication with the employer. The qualifications of the applicant remain unknown unless they are described to the employer. At most, the applicant has three opportunities to communicate his/her skills to an employer:

1. Through written materials mailed to an employer prior to personal contact,
2. Through the application blank, and
3. During an interview.

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Each applicant must, therefore, be aware of the channels of communication available and the standards used by employers to assess applicant performance in each of these encounters. However, before the knowledgeable applicant can sell or communicate his/her skills to the employer, he/she must first obtain information on job openings.

Obtaining Job Leads

There are a variety of methods available to obtain information on job openings:

a) public employment services;

b) private employment agencies;

c) newspaper and periodical want ads;

d) advertising self in newspapers and periodicals;

e) letter of inquiry;

f) direct solicitation and application;

g) friends and relatives.

However, research done by Bradshaw (1973) indicates that the vast majority of unemployed job seekers both do not vary their approach and use few of the many possibilities. According to Bradshaw the unemployed use an average of only 1.6 number of methods. Moreover, the methods most frequently used do not correspond with those shown to be most effective. According to a study by Bradshaw approximately 70% of the unemployed cite using direct application; 30% public employment agencies; 25% newspaper ads and 15% friends and relatives. Research by Sheppard and Belitsky (1966) shows that the most effective sources of job leads are: (1) friends and relatives; (2) union; (3 and 4) employment service and direct application. The effectiveness of friends and relatives or informal sources for leads was further demonstrated in a study done by Jones and Azrin (1973). They found that friends, relatives or acquaintences were the source of the lead which led to the job for two-thirds of 120 people they surveyed. Furthermore, they found that in more than half of these instances the informant provided direct assistance in acquiring the job.

In essence, then, the job market is to a large degree private. Those desiring employment should maintain contact with people employed in the jobs or industry they want. Moreover, if they are looking for work they should "advertise" with employed friends, family, neighbors and acquaintances, as a first step in the employment process.

Locating job leads is, however, only the first step. The person seeking work must then follow-up on the lead and cope with or pass the employer's screening procedures. Here, again, if the lead is informally obtained, the person who provided the lead can also frequently assist in coping with the follow-up and screening procedures.

Screening Procedures

A survey conducted as part of the Employability Skills Project in Michigan suggests that employers of vocational education students emphasize the interview, application blank, and references (Trotter, 1977) in their screening processes. Although resumes are frequently requested of individuals applying for a professional job, the prevalence of their use by those hiring graduates of vocational education programs is not known. Often the questions contained on an employment application blank will request similar information such as work and educational history, personal data, and special certifications, licensures, or training. Therefore, either on a resume or an application blank, the job applicant will at some point have to be proficient in describing his/her skills in writing. The applicant usually must also participate in an interview. During the interview the person must be able to communicate the appropriateness of his/her skills and abilities both orally and through nonverbal behavior. Finally, references are frequently required and may be checked. The applicant must be adept at selecting as references people who can provide an adequate appraisal of his/her abilities in terms of the particular job demands.

A. Resumes

Although a resume may not be required for many of the jobs which vocational education graduates pursue, it is often used as a tool by the job seeker. In a sense, it gives the job applicant a chance to enumerate his/her best "selling" points to an employer. Hopefully, the resume information will then induce an employer to contact the applicant for an interview. Students graduating from vocational education programs can therefore benefit from information on resume construction.

Gootnick (1974), in "Resumes that Communicate," recommends the following techniques in preparing a resume:

1. Choose and use facts that enhance applicants' employment image and place them in the company's picture;
2. Organize resume proofs into meaningful categories or sections;
3. Arrange all sections and proofs in order of importance;
4. Consider including all work experience;
5. Present proofs topically rather than in sentences;
6. Arrange categories and proofs for appearance and balance on the page; and
7. Develop a descriptive and confident title 'that sells' (p. 54).

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Richard K. Irish (1973) recommends writing a "functional resume" which stresses activities and talents rather than dry facts. This is the same approach taken in the Wisconsin Vocational Studies Center's Employability Skills Program, an audiovisual instructional package which includes an entire unit on the "living" as opposed to the "dead" resume form. Carl R. Boll (1965) deals with the resume in advising executive job-seekers, and Richard N. Bolles in What Color is Your Parachute? (1977) and The Quick Job-Hunting Map (1975) provides exercises designed to locate skills, knowledges, and job interests which could form the basis of a functional resume.

In a survey of personnel officers conducted by Keyser (1974), 95 percent of those surveyed preferred a one to two page resume. The areas most frequently mentioned by these personnel officers for inclusion on a resume were nonrelated work experience, work experience record, education record, references, and military experience. A nationwide survey of personnel directors (Feild and Holley, 1976) reported similar results both in terms of desired length and content to be covered. The comments of these personnel officers were summarized as follows:

> The respondents generally agreed that a resume should not be designed to present a complete, detailed history of the individual; it should focus on the important highlights of an individual's past activities, particularly as they relate to work experience and education. (p. 233)

The survey conducted by Feild and Holley also highlighted the importance of specifying career or job objectives on the resume. Additionally, it was found that the overall appearance of the resume also affects the appraisal of the candidate. Typed, neat resumes which contain specific career objectives appear to connote to the personnel officer a "sincere" interest in working for that particular company.

In most surveys of employees, scholastic standing has been rated as less important than training or experience. However, a study by Hakel, Dobmeyer, and Dunnette (1970) suggested that different priorities may be found in specific occupations. In a report on their survey of recruiters in Certified Public Accounting firms they concluded, "In this investigation, interviewers rated resumes portraying applicants with average grades, excellent work experience, and appropriate interests lower than resumes portraying poor work experience and inappropriate interests but high scholastic standing" (p. 70).

Both the commercial literature and the surveys of personnel directors seem to suggest that the resume is evaluated in terms of its adequacy in predicting later on-the-job behavior. The applicant is encouraged to highlight past experience--including vocational, academic, and military--and to describe this experience in terms of the specific job being sought. The preference of personnel officers that such information be included reflects the prevailing notion that the best predictor of future performance is past performance. The functional or living resume approaches the predictive process in a somewhat different fashion. In this approach, applicant skills rather than descriptions of past experiences are listed in a manner which allows the reviewer to compare the job qualifications directly with the applicant's skills. In contrast, when using the usual approach, the employer is faced with inferring the presence of these skills from educational or work history.

In essence, therefore, the resume should assist the reviewer to become more confident of his/her ability to appraise or evaluate the applicant against the demands of a specific job. Additionally, the appearance of the resume should suggest that the applicant has a particular interest in working for that specific company.

B. Application Blank

No research was identified related to standards used by employers in the appraisal of application blanks. Nevertheless, common sense would suggest that an application blank should be completed in a neat and legible manner and that all items should be completed.

The commercial literature frequently stressed the importance of the application blank as an initial screening tool and emphasized that, in completing application blanks, students should be neat, spell correctly, answer all applicable questions, be thorough, and indicate interest in that company or job. A typical item often included on an application blank is reason for leaving previous employer. An extensive analysis of applicant behaviors (Hakel and Schuh, 1971) indicates that the individual's response to this item has a major effect on the decision to hire. The following responses were likely to result in negative evaluation of the client:

- "Is looking for a new job because he couldn't get along with the boss."
- "Is leaving his job because he can't get along with the people he works with."
- "Says he's leaving job because the people he works with dislike him."
- "Gave an evasive or vague answer when asked why he left his last job."

The fact that stated negative reasons for leaving a previous employer are likely to have an adverse effect on hiring decisions again follows from a predictability premise: because past record is used as a predictor of further performance, a statement by an employee that s/he has had difficulties with workers on a previous job is likely to suggest possible future problems to the personnel director or whoever is responsible for hiring.

C. References

As with the application blank, no research was identified which examined employer standards regarding use of references or the types of references looked for in the hiring process. The literature did, however, frequently refer to the reference as an important tool in the screening process. Trotter (1977) indicates employers of vocational education students emphasize the interview, application blank, and references in their screening processes.

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Another study by Keyser (1974) indicates references were one of the areas most frequently mentioned by personnel officers for inclusion on a resume. Hakel and Schuh (1971) identified a core group of 22 items found to be important across six diverse occupations in terms of their favorableness to contributing to employment decisions. The possible influence of a negative reference was suggested in the item, "Most recent employer gave him a bad reference," one of the 22 items identified. (This study is presented in more detail in the discussion of job interview research.)

The importance of and use of references in evaluating an applicant's past performance varies. The employers surveyed as part of this study (Part III) varied in their statements regarding use of references for different positions. Several studies presented in this review of literature concerning the interview emphasize the roles of positive and negative information in the hiring process. Any negative factors in a past performance record might discourage further consideration of an applicant. Presumably, this would also be true of a negative reference.

D. Interviews

In introducing their research on the employment interview, Clowers and Fraser (1977) comment that, "A successful interview can open the door to the client's placement on the job and bring to fruition the time invested in education, training or rehabilitation planning, whereas a bad interview can simply add to the job search frustration of both the client and counselor" (p. 13). During the interview, the personnel director or employer is presented with two basic sets of stimuli to use in evaluating the applicant: the nonverbal behavior of the applicant and the statements which the applicant makes during the interview. Considerably more research is available regarding the verbal aspects of the interview process and the variables which affect the employers appraisal of the client than on nonverbal behavior. Before discussing the manner in which the behavior within the control of the applicant affects the decision to hire or not, overall situational variables affecting the interview will be reviewed.

E. Situational Variables Affecting the Interview

Much of the research on the selection interview over the years has focused on situational variables affecting the interviewer's decision. Two surveys of past research on the interview deserve initial mention. Ulrich and Trumbo (1965), in their review of literature on the selection interview (since 1949), comment on the limitations of the selection interview. They indicate that evidence suggests the interview is most successful when used only for the assessment of personal relations and career motivation. The authors are critical of research which appears to support the predictive validity of interviews. They suggest using the interview as a tool to discover a person's ability to fit into the social setting on the job. Wright (1969) extended the work of Ulrich and Trumbo by reviewing research on the selection interview from 1964 to 1969. He notes that the most important study during this period was Webster's 1964 report on work with the Canadian Army. Webster's conclusions include the following:

1. Interviewers begin with a stereotype of a good candidate;
2. Interviewers establish biases early in the interview;
3. Unfavorable information influences interviewers more than favorable information;
4. Interviewers look for information to support or deny hypotheses and then turn their attention elsewhere;
5. Relationships are specific to individual interviewers;
6. Piecemeal information in an interview produces a different effect than information presented simultaneously; and
7. Experienced interviewers rank applicants in the same order although they differ in the number they will accept (p. 393).

In more recent research, Carlson, Thayer, Mayfield, and Peterson (1971) identified four main classes of influences operating to affect/limit the decision of the interviewer: (1) the physical and psychological properties of the interviewee; (2) the physical and psychological properties of the interviewer; (3) the situation/environment in which the interviewer works; and (4) the task or type of judgment the interviewer must make. These classes of influence indicate the interview is a highly "subjective" procedure--one which has both limited reliability and validity for predicting job success. In one study cited by Carlson, managers asked to report information provided in an interview situation could not do so. Information and impressions are part of a gestalt which comprise the interview process. What is garnered from the interview is contingent upon myriad factors. For example, the appearance of the interviewee affects the impression of the interviewer but has its greatest impact on final ratings when it complements personal history information (Carlson, 1967). In another study cited by Carlson it was concluded that interviewers evaluate essentially similar things in an applicant and they agree reasonably well on whether an applicant's record is good or bad, but they do not agree on the reasons behind good or bad quality. Such findings lead researchers like Carlson, who focus on the perspective of the interviewer, to favor use of a structured interview format to improve reliability and validity.

According to Bolster and Spungbah (1961), interviewers react more readily to negative than to positive information. The authors warn of a danger area at the end of an interview where an item of information which runs counter to the general trend may have undue influence on the outcome. Another study showed that the earlier unfavorable information occurs in an interview, the more unfavorable the rating (Blakeney and MacNaughton, 1971). Both primacy and recency effects may be created by unfavorable subjective information, and only a few items of unfavorable information are necessary to create a negative impression. At the same time, favorable impressions require a longer time period and increases in positive evaluations do occur with additional information (Carlson, 1971). Interviewers give less weight to positive information (Hollmann, 1972). Furthermore, a study by Constantin (1976) indicated judges tended to evaluate information which deviates from social norms more extremely than information in line with norms. In this study, applicants were rated lower on the basis of relevant versus irrelevant unfavorable information, whereas they were rated higher as a result of favorable information, regardless of relevancy. The contrast effect whereby a good applicant looks better when he follows poor ones also influences the outcome of an interview (Hakel and Manuel, 1969).

Latham, Wexley, and Pursell (1975) identified several rating errors which affect judgments made in the selection interview. These included: The similar-to-me effect, whereby a judge tends to evaluate more favorably those he perceives as similar to himself; the "halo effect," whereby the judge exaggerates the homogeneity of an individual's characteristics; and the "first impressions error," whereby an observer evaluates an individual on the basis of judgments made primarily after the first meeting.

While most research appears to demonstrate the superiority of interrater agreement, when a structured interview format is used, at least one study has shown both that structuring does not necessarily produce agreement and that the halo effect is still powerful in that interview setting (Hakel, 1971). A recent study has also emphasized the fact that applicant stereotypes play a part in the interviewer's decisions. Unfavorable information given by the applicant conforming to the "high caliber" stereotype was viewed more favorably than unfavorable information presented by an applicant conforming to the "low caliber" stereotype. (London and Hakel, 1974). Finally, Wiener and Schneiderman (1974) recently conducted a study of the influence of specific job information in the interview. They discovered that when such information was available, personnel officers were inclined to use such information rather than personal stereotypes as the basis for applicant evaluation. Clowers and Fraser (1977) suggest that the applicant ". . . could ensure a more objective interview by being well-informed of the criteria and demands of the job, and subsequently presenting interview information within this framework" (p. 21).

The greater attention accorded unfavorable information is understandable especially when personnel officers are responsible for making decisions regarding potential applicants. The success of the personnel officer is measured by the number of correct "hires" made. Again, since they must frequently rely on past records for predicting future performance, any negative factors in a past record are likely to discourage them from considering the applicant further.

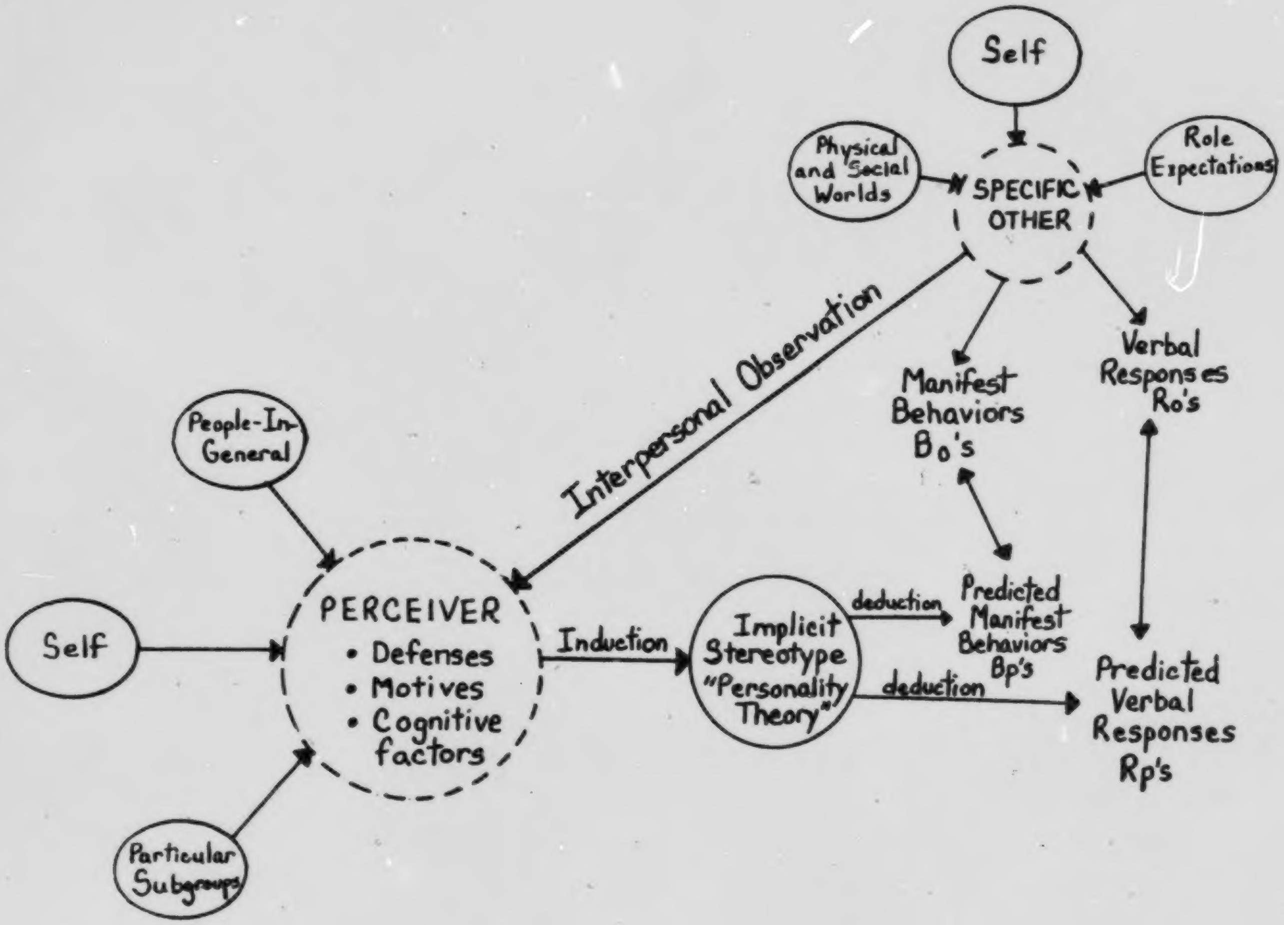
Hakel and Dunnette (1970) have presented a "model" which summarizes much of the research on the interview process. This model, presented in Figure 3, depicts the information processing occurring in the interview. The authors state:

> Learning about another person can be viewed as essentially a matter of gathering and processing information about that person in the context of other information he has about himself, others he has observed and stereotypes he has formed. (p. 13)

Although the job applicant cannot control how the interviewer will process the information presented, the applicant does control what information s/he makes available to the interviewer for processing. This information includes both the nonverbal behavior of the applicant and his/her verbal statements.

Figure 3

A Model of Information Processing in Interpersonal Perception


Self
Physical and Social Worlds
SPECIFIC OTHER
Role Expectations
Interpersonal Observation
Manifest Behaviors B_o's
Verbal Responses Ro's
People-In-General
Self
PERCEIVER
• Defenses
• Motives
• Cognitive factors
Induction
Implicit Stereotype "Personality Theory"
deduction
Predicted Manifest Behaviors Bp's
deduction
Predicted Verbal Responses Rp's
Particular Subgroups

INFORMATION PROCESSING AND BEHAVIOR PREDICTION
IN INTERPERSONAL PERCEPTION

Source (Hakel and Dunnette, 1970, p. 13)

Applicant Nonverbal Interview Behavior. Almost without fail every commercially prepared guide to job hunting emphasizes the importance of being well-groomed in the interview. The applicant is urged to be sure that his/her dress is neat and clean and appropriate to the job for which he/she is applying. Studwell (1975) specifies that the applicant should favor "conservative" dress, and in his survey of personnel officers, Keyser (1974) found that shoulder length hair in males and low necklines, mini-skirts and pantsuits in women create a negative impression. Appearance was also listed as an important factor in interviews by employers attending a meeting of the Midwest College Placement Association (1976). A survey of Michigan employers of vocational education graduates and graduates of vocational education programs themselves also demonstrated that a neat, well-groomed appropriate appearance is an important variable in the interview process (Trotter, 1977).

Although general appearance likely contributes to the overall impression of the job applicant, the degree of importance attached to appearance seems to vary with the occupation for which the individual is applying (O'Neil, 1976; Hakel and Dunnette, 1970; and Kyle, 1977). In general it seems that appearance is weighted more heavily in interviews for two types of jobs: jobs in which the employee represents the company, such as sales and service, and jobs in the clerical area.

The other nonverbal behavior of the applicant also influences the interviewer's impression of the job seeker. In the Michigan survey (Trotter, 1977) employers and graduates agreed that punctuality for the interview is critical. Jacobson, in Knowledge Needed to Obtain Work (1973) suggests the applicant take a cue from the receptionist in whether or not to take a seat and from the interviewer in whether or not to shake hands. Guides to job hunters also frequently mention refraining from smoking, maintaining good eye contact, and avoiding nervous mannerisms. Shaw (1973) has recognized the importance of acting naturally in the interview and has described three behavior modification techniques for relaxing the applicant. These include relaxation training or muscle control for those who are jittery during the interview process, assertion training for those with unadaptive anxiety responses, and behavioral rehearsal, involving modeling and role playing, for those experiencing pre-interview tension.

Although the extent to which the applicant's appearance and nonverbal behavior contribute to the decision to hire may vary with the occupation under consideration, basic skills in this area seem to be necessary regardless of the occupation sought. Sloppy, outlandish, or inappropriate dress and grooming may serve to distract the interviewer from the statements made by the applicant. Similarly, annoying mannerisms may also distract the interviewer or even unconsciously encourage the interviewer to bring the encounter to an early close. Appearance, including grooming, dress, and posture, is at times used by interviewers as a clue to other applicant behaviors. Statements made by the employers surveyed in conjunction with this project (see Part III) suggest that the interviewer uses appearance as an indicator of the quality and care the individual will exercise in performing the job.

Applicant Verbal Interview Behavior. Advice on how to behave in and what to say during an interview is often quite specific. Studwell in Northliner Magazine (1975) gives the following direct guidelines for the job applicant: wear conservative dress; don't show fake enthusiasm; don't complain about last place of employment; women--act as a gracious person who will bring certain talents and capabilities to your new affiliation; avoid details of personal problems; don't make it difficult for the employer to find out information about you; don't interrogate the employer about salary and other details. General Motors (n.d.) has produced a pamphlet outlining necessary aspects of appearance and dress in the interview and how to get an interview and behave while there. The pamphlet also lists 12 "strong personal characteristics found in young people who are successful on their first job."

Bobbitt and Booth (1974) have developed a workshop format for adult job seekers which focuses in part on interviewing objectives, approaches, and activities. Again, items concerning appearance, behavior, and topics of conversation in the interview are outlined. Some useful pointers on closing the interview are also provided. Boll's (1965) advice on interviewing behavior suggests getting the interviewer to do most of the talking, staying "in the groove," doing homework on the company, and developing an outline of questions to ask. Jacobson, in *Knowledge Needed to Obtain Work* (1973), stresses practical preparation for the interview in terms of checking the location carefully, making sure transportation to the interview is available, thinking about answers to possible questions, and learning as much as possible about the job during the interview. Jacobson also advises the applicant to listen to the questions and stay on the subject. The importance of social skills is clear, as he comments, "Your poise, bearing, and manners are as important as your qualifications for many jobs" (p. 12F). Lamey (1970) has developed two short pamphlets of practical information on getting and keeping a job. The pamphlet entitled *15 Steps Toward Getting a Job* covers a range of activities from self-exploration to letters of application to interviewing techniques. She also advises on personal appearance, "looking pleasant," selling oneself in the interview, and watching for an indication that the interview is over. *Business World* magazine ("Face to Face," 1974) advises job applicants to read up on a company before interviewing, be honest, avoid bringing up weak points, wear business dress, and explain what you can do for the company rather than dwelling on fringe benefits.

Another curriculum unit on job application procedures by Lashmet and Walsmith (1974) contains an extensive section on the employment interview, including preparation for the interview, a detailed list of positive interviewing behaviors, and an extensive applicant rating form. The following qualities are identified as those the employer may expect: cooperation, honesty, inventiveness, loyalty, willingness to learn, ability to follow directions, and dependability. Another section on "Keeping Your Job" is equally detailed and lists further traits contributing to job success. A curriculum unit developed by the Learning Resources Center of Virginia Commonwealth University ("You're Hired!" 1972) provides summary discussion questions and brief lists on such topics as "what the employer has the right to expect," "how to act right on the job," and "how to look like a winner during the interview." A lengthy series of interviewing "do's" is part of this guide for the job-seeking student, e.g., concentrate on the "do's" rather than the don'ts," have the facts about yourself clearly in mind, do a good job of listening and asking questions, and help to close the interview.

Two special populations--teenagers and the handicapped--are also covered in the commercial literature under review. In The Teenager and the Interview (1971), Keefe discusses the interviewing process from both sides of the desk. He outlines the qualities the interviewer will be looking at, such as "how to express yourself," "the extent of your vocabulary," and "your sense of humor." A rating scale for evaluating personal traits is also included. For the handicapped or disadvantaged job seeker, the Minnesota Multi Resource Centers, Inc., (Bakeman, et al., 1972 and 1974) has produced a job seeking skills workbook and guide. Important features of these materials are the sections on ability to explain skills, ability to answer problem questions, and enthusiasm for work.

The interviewing process from the employer's perspective constitutes the final category of commercial literature to be covered. Fear (1973) and Wilson (1975) approach the selection interview from the personnel manager's viewpoint. Both list traits which are evaluated in the interviewing process. Wilson identifies the following areas of concern: appearance, physical health and condition, mental ability, motor ability, interests, education and training, experience, character, personality and goals. Fear lists the following personality traits which may be applied to the job seeker: emotional stability, aggressiveness, tough-mindedness, social sensitivity, conscientiousness, self-discipline, initiative, analytical capacity, ability to plan and organize, critical thinking, and self confidence.

Specific Research on the Job Interview. Typically, a field approach has been taken to assessing the effect of various applicant behaviors during the job interview. Rather than systematically manipulating specific applicant characteristics in an experimental manner, the procedure has been to have interviewers rate normal applicants following the interview. At times the interviewer has been allowed to respond in an open-ended manner while at other times a standardized checklist has been provided for applicant selection. No research was identified which demonstrated a correlation between the interviewer's ratings and subsequent decisions made concerning hiring of the applicant or the later job performance of the applicant. Nevertheless, this preliminary research does provide some tentative suggestions as to applicant behaviors which create a negative or positive impression in the interview.

Keily and Walters (1960) provide two checklists of interview behaviors which create negative impressions with the interviewer. They cite a survey conducted by the Babson Institute Placement Office of 162 employing firms which produced the following list of behavior leading to negative impressions:

1. Too interested in starting salary;
2. Uncertainty on wants in starting job, or long-range goals;
3. Too much expected too fast;
4. Too theory-minded--feet not on the ground;
5. Too much stress on security compared to opportunity;
6. Failure to investigate company or industry;

7. Too "training program" minded;

8. Poor expression, orally or in written application;

9. Inability to sell self; and

10. Conviction of no opportunity in this area (p. 52).

The authors also cite a 50-item list of negative characteristics listed by Placement Director Frank S. Endicott of Northwestern University. The first two characteristics on this list are poor personal appearance and overbearing or overaggressive behavior.

Both positive and negative applicant characteristics were identified in a study of the job interview conducted by Lumsden and Sharf (1974). In this study, 120 interviewers from various corporations were asked "to identify instances in which specific applicant behaviors were observed to result in a favorable or unfavorable judgment" (p. 63). The authors compiled a list of 52 positive and 68 negative behaviors from these observations. This list was then used to assess applicant performance in 250 job interviews at the University of Tennessee placement office. The results were subjected to factor analysis. Six factors were identified and labeled as follows:

- social and academic balance,
- socially unresponsive,
- mature insight,
- dedication,
- verbal, and
- unprepared

These factors were correlated with the overall evaluation given an applicant with the first two factors accounting for 50 percent of the variance.

The behaviors listed under social and academic balance included items related to diversity of interests and management of time. The items also included references to many of the traits suggested in the commercial materials as important including the following:

"appeared to have adapted well to different types of demanding settings,"

"showed real initiative on several occasions,"

"had effective interpersonal skills,"

"demonstrated leadership ability,"

"related instances of achieving things by persistent and aggressive effort," and

"seemed quite self-confident."

23

The socially unresponsive factor contained items which reflected negatively on the applicant. In composite they presented an image of a tense, shy individual who must be drawn out by the interviewer. It would appear that ambition, leadership, and self-confidence are traits sought by recruiters on college campuses.

Based on a survey of college recruiters from 195 business firms, Drake, Kaplan, and Stone (1972) also emphasized the importance of leadership and ambition. When asked to choose among leadership ability, ability to work as a team member, or ability and willingness to follow directions that which is most desirable for a candidate to possess, 55 percent of the candidates selected leadership potential. Less than 5 percent ranked following directions as most important. Similarly, the most frequently mentioned attribute sought in candidates by recruiters was "ambition and motivation." Drake, Kaplan, and Stone concluded, "The most important 'personal' characteristics of job applicants sought in the interview were: self-expression, personality, and some established goals" (p. 48).

Two other studies of the placement success of college students suggest the importance of self-reliance or independence. Stevens (1963) demonstrated a relationship between "placement readiness" and success in actual job placement. Those with high placement readiness were purposeful and goal-directed in behavior and realistic in choices as opposed to those with low placement readiness who were perceived as dependent and passive. This finding was supported by later research by the same author (Schneider and Stevens, 1971), where it was concluded that "patterns of job-seeking behavior are related to and perhaps a function of the personality dimension of submissiveness--dominance" (pp. 197-198). Bohn (1966) also found that among a group of college males, individuals with high vocational maturity were more acheivement oriented and more independent. He states that the "implications of these results underscore the importance of personality variables in the consideration of vocational decisions" (p. 125).

Self-confidence and goal-orientation appear not only to be important variables affecting the placement success of college students but also of unemployed blue collar workers as well. Sheppard and Belitsky (1966), in a study of unemployed workers, have demonstrated that the job finding success rate was higher, regardless of age or skill level, among workers with high achievement motivation and values. Achievement values focus on ". . . activism versus passivity, orientation toward the future or toward the present, and individualism" (p. 12). Achievement motivation, achievement values, and job-interview anxiety also related to the job-seeking technique used by the person. For example, those workers finding jobs through the Employment Service were more likely to be characterized by low motivation and high anxiety while those with high motivation and low anxiety tend more often to use direct application.

Self-confidence, achievement-motivation, and independence, however, are not the only factors considered in the interview. Although such personality traits may be desired by employers, the applicant's behavior in the interview situation must also be appropriate. In the Michigan survey of employers of vocational education graduates (Trotter, 1977), the following items relative to the interview were rated most important: be on time, communicate a general interest in the job, communicate that you can accept responsibility and are dependable, look neat and well-groomed, dress appropriately, and communicate that you can get along with other people. Alwell and Daggett (1977), in a study of employer's standards for hiring New York high school business education graduates entering office occupations, found 80 to 90 percent of the employers considered personality and appearance in the hiring decision. Other traits also found to be important were work experience, academic achievement, and high school attendance.

Employers in Racine, Wisconsin (Kyle, 1977) were asked to rate a series of variables as to their importance in making an employment decision. Regardless of the type of job considered, attitude toward work and the ability to get along with others were considered essential. These two areas were rated higher than previous job related work experience or completion of a related training program. The results of the survey also suggest that employers use different standards for different occupations. For example, while oral communication skills and the presence of a career goal were weighted heavily in a manufacturer's decision to hire a salesperson, these variables were rated lower in importance in hiring blue collar workers.

Such data suggest that although employers may be in general agreement concerning the basic characteristics sought in an applicant, there are also idiosyncratic social skills associated with different occupations. A survey conducted by O'Neil (1976), which will be reviewed in greater depth in the next section, confirms this impression. Although a core group of "survival skills" are identifiable, there are also certain skills which receive greater priority in different occupations. For example, punctuality is rated more important for blue collar workers than white collar. An assumption which might follow is that the previous attendance record of a candidate for a blue collar job will weigh heavily in the decision to hire. The Racine employer data (Kyle, 1977) did in fact confirm this assumption. High school attendance was rated fourth in importance in employment decisions concerning blue collar workers while it was rated eleventh and twelfth for sales and technical employees respectively.

Hakel and Dunnette (1970) at the University of Minnesota engaged in probably the most extensive attempt to identify the effect of various applicant characteristics and behaviors on employment decisions. Based on responses of 2,804 experienced interviewers to questionnaire items, the authors were able to develop interview checklists for the following occupations: management trainee, general management, engineering, secretarial, clerk typist, and general selling. The 740 applicant traits surveyed were rated as to the frequency with which each occurred, its relative importance, and overall favorableness in terms of its contribution to employment decisions. The items included on the interview scales for each occupation were variable, however a core group of items was identified (Hakel and Schuh, 1971) which showed 90 percent agreement or better in terms of importance across all occupations. These 22 items are presented in Table 1. The authors suggest that these items can be clustered into two groups: those dealing with personal relations and those which represent the "attributes of a good citizen." The items encompass interpersonal skills, work habits, and previous work behavior. The general agreement voiced by the interviewers concerning the importance of these characteristics led Hakel and Schuh to conclude: "If the importance ratings can be taken as an index of what interviewers really look for in applicants, then being a Boy Scout will get an applicant to first base in nearly any occupation" (p. 50).

Table 1

Twenty-Two Items
Selected by Hakel and Schuh as Important in all Occupations Surveyed

1. Would maintain self control when others try to provoke him.
2. Says he finds a number of people hard to get along with.
3. Says most people are irrational and their opinions are likely to be worthless.
4. Is looking for a new job because he couldn't get along with his boss.
5. Is leaving his job because he can't get along with the people he works with.
6. Says he's dissatisfied with his co-workers on his present job.
7. Says he's leaving job because the people he works with dislike him.
8. Effective--gets things done correctly.
9. Will accept responsibility for his work.
10. Cooperative
11. Dependable
12. Trustworthy
13. Conscientious
14. Stable
15. Responsible
16. Has held a great many jobs, each for a short time.
17. Gave an evasive and vague answer when asked why he left his last job.
18. Would put off doing an assigned task as long as possible.
19. Lazy
20. Gave curved answers to straight questions.
21. Most recent employer gave him a bad reference.
22. Was fired from his last job.

Summary

The commercial materials, research literature, and employer surveys tend to be in general agreement on the approach an applicant should take in job-seeking. In essence, they all emphasize the importance of "salesmanship." The applicant must know what his/her skills are and what type of demand exists for the skills. The applicant, then, must locate leads. This can be done through formal institutions and services, but is most effectively done through advertising the sale of these skills through informal channels, friends, relatives and acquaintences. Furthermore, just as successful salespeople have confidence in the product they are promoting, so too must the job-seeker express confidence in his/her abilities.

The applicant must cope with employer screening procedures which almost without exception include a critical interview through these procedures the employer/interviewer is attempting to predict the applicant's on-the-job behavior, often times from unreliable data. To the extent that the applicant can make this predicting process easier for the employer/interviewer, s/he increases the likelihood of being selected. Among the criteria used by interviewers to predict future performance are:

1. past behavior of applicant,
2. appearance of applicant,
3. interview behavior, and
4. expressed interest in company/job.

The applicant's ability to describe his/her past experiences in terms of the job sought is particularly critical. Prior related work experience is probably the easiest to relate; however, many of the vocational education graduates may have related training without related experience. These students will need to be aware of the other criteria used in applicant selection, such as appropriate interpersonal relations skills and work habits. As Hakel and Schuh (1971) have noted, applicants who have positive traits in these areas will "get. . .to first base in almost any occupation."

Appearance and interview behavior are also used to make predictions regarding future behavior. The care with which the individual prepares for the interview, including selection of clothing and gaining background information on the company, are treated as predictive of the quality, neatness, or compulsiveness that the individual will apply to subsequent work produced. Similarly, the interview may be viewed by some as a sample of the person's interpersonal behavior. The courtesy and respect shown to the interviewer are used to gauge how the employee will interact with the co-workers and supervisor on the job. Expressed interest in the job is also used in screening applicants on the assumption that, if the person wants to work for this company or in this job, they will be more likely to comply with the performance expectations.

The following personal/social skills appear to be pivotal behavioral requirements for effective job seeking:

1. Skill at obtaining leads/advertising self
2. Skills on following up on job leads
3. Skill at coping with employer screening procedures

A. Ability to present positive impression of self on an application blank or resume.

   1. completed in neat manner
   2. skills described in terms of job requirements
   3. positive answer to "reason for leaving previous employer"

B. Ability to present positive impression of self in an interview.

   1. neat and clean appearance
   2. appropriate dress
   3. punctual
   4. follows rules of common courtesy (re: smoking, sitting, etc.)
   5. describes previous training/experience in terms of current job requirements
   6. maintains conversational flow
   7. describes why interested in particular job/company
   8. indicates interest in remaining with company over time

C. Ability to select references who will present positive appraisal of applicant's ability to perform successfully on job in question.

These skills appear to be basic requirements for effective job seeking. In the next section, the requirements for job retention will be discussed.

The Contributions of Personal/Social Skills to Job Retention

Most jobs are not performed in isolation. The employee will typically be in contact with co-workers, supervisors, and managers, and may even meet the public--the customer. All these contacts involve various social relationships. As previously stated in the "Statement of the Problem," the employee must portray the appropriate role behaviors expected by the supervisor and co-worker groups. Optimally, the employee must adapt to the social mores of the work community entered. An employee who consciously or unconsciously treats the supervisor, co-workers, or customers with disrespect or the person who lacks the savvy necessary to adapt or interrelate socially may have problems retaining employment or advancing on the job. Frequently, (as is indicated in the following literature review) it appears that there are standard expected behaviors. The literature, however, did not explore the conflicts of social behavior one might encounter when dealing with both co-workers and supervisors; that is, different social behaviors and roles may be expected by different groups.

Several studies examined the role of personal/social skills as they relate to job retention. Because the studies were limited in number and because they are basic to the philosophy underlying the present study, they are presented in a slightly different format than those already discussed. The studies are presented in greater depth, summarized in terms of both methodology and conclusions, and are grouped according to the type of study they represent. The studies are presented here according to occupational survival skills as determined by reviews of literature and consultations with educators and personnel in the field; contacts with employers; studies of specific occupations; studies of disadvantaged workers; and measurement of employee performance.

Occupational Survival Skills--Literature Review and Panels

Twenty-seven skills of maximum importance to job maintenance and advancement were cited in Occupational Survival Skills: Implications for Job Maintenance and Mobility (O'Neil, 1976). The methodology of the study involved a review of the literature; interviews with workers; and consultations with manpower personnel, researchers, and vocational educators. These people reduced a list of over 500 occupational survival skills to 27 basic skills. A panel of experts in the field of education validated the instrument. A telephone survey of 589 workers from the nine occupational classifications used by the State of Illinois, Bureau of the Budget, was used to rate the 27 occupational survival skills according to the importance to their field. Among the total 27, the following skills appear to be of great importance across all occupational areas: 1) being dependable, 2) giving an honest day's work, 3) knowing what is expected of you, 4) maintaining good health, and 5) managing time and materials efficiently. "Dependability" received the highest ranking. Eighty-two percent of the respondents indicated that this was essential to job survival; this rated twenty percentage points higher than the second place variable. Another 12 variables were rated as important to survival, including getting along with a variety of personalities; adjusting to various situations; understanding written information; and knowing own abilities, strengths, and weaknesses. A breakdown according to job classification showed that white collar workers regarded neatness and cleanliness in appearance as well as speaking skills especially important, while blue collar workers considered following safety regulations, knowing how to use job materials, machines, or tools, and being punctual as extremely important. Managerial groups indicated that having some type of specialized training and organizing work activities of other people were most important, while non-management people regarded following instructions as their most important survival skill. Being neat and clean in appearance, having some type of specialized training, and following safety regulations were most important to workers in the service occupations.

In developing the booklet Teaching for Employability for secondary level educators, Murphy (1972) conducted a search of vocational literature to identify work-related concepts. A panel of 100 experts, including secondary teachers, teacher educators, and field practitioners from seven vocational service areas rated a list of 91 items as essential, useful, or not important to their service area. Panel members from all service areas agreed to their ratings on 73 of the 91 items (80%). The top 18 items seemed to represent "characteristics of the worker" and deal primarily with attitudes toward the world of work. Attitudes and self-understanding rather than actual job skills appeared to be what is considered essential at the secondary level. The top rated items were: 1) develop sense of responsibility, 2) develop work habits and attitudes necessary for individual maturing and job competence, 3) develop an awareness of skills, knowledges, attitudes, and personal qualities necessary in becoming a more employable person, 4) accepting responsibility for one's own behavior, and 5) pride in work. The middle 49 items were seen as useful rather than essential in vocational education. This group covered a wide range of items including job skills, personal characteristics on the job, and personal characteristics not directly related to the job. Some of these items were: a) entry job skills, b) maintaining order in work, and c) managing personal finances. The lowest 22 items, many of which relate to information on the American economic system, types of businesses, and how businesses are run, were viewed as useful rather than essential by the raters. "Selecting goods and services" and "knowledge of filling out income tax forms" were among this group. When the educators surveyed were asked what concepts should be taught in their field at the high school level, the greatest proportion, 88%, indicated that "attitude toward the job" was an essential topic. It is interesting to note that emphasis on teaching job skills was ranked 37, and job-like simulated experiences in school was ranked 53. Personal characteristics in general were rated higher than direct job skills.

A similar type of study is reported in Common Affective Domain Competencies of Students Among Vocational Areas (Porreca and Stallard, 1975). The methodology consisted of a review of literature representing agriculture, business and office, distributive, home economics, and industrial education; a verification of the competencies obtained from the literature by groups of employees, employers, and vocational teachers in the five service areas; and validation by state-level directors of vocational education to determine the degree of commonality. A total of 239 individuals were surveyed. The people were asked to respond "yes" to the statements they thought important to their setting and "no" to the ones that did not apply. When the results were totaled, 75 of the 111 work-related behavioral statements received a rating of 90 percent or above. Twenty-nine statements were on the "strongly recommended" list. The statements that received the highest percentage totals and that were on the "strongly recommended" list were: a) demonstrated perseverance in accomplishing a job, b) prefers positive attitudes about work, c) accepts and practices loyalty, honesty, and trustworthiness, d) displays personal desire to get along with others, and e) follows directions. A summary of the 29 strongly recommended statements reveals an emphasis on the following qualities or behaviors: realistic occupational goals, care of tools and good safety habits, promptness, ability to follow directions, good health and care for personal appearance, responsibility both in relation to customers and service, appreciation for quality of work, ability to get along with others, sound professional conduct, independence, resourcefulness, perseverance, and positive attitudes about work.

Occupational Survival Skills--Employer's Standards

In conjunction with a study to determine current employer practices in personnel performance evaluation in New Hampshire, (Gustafson and McLarky Groves, 1977) employers were asked to rate ten work attitudes as to their relative importance. Twenty-three employers were involved in the study, with most of the personnel representatives hiring from two or more of the vocational education areas. While there were some differences in importance given to various work attitudes, a pattern to responses was recorded:

> "- The factors of TRUSTWORTHINESS and WORKING FLEXIBILITY were rated the highest in terms of employer importance.
>
> - The factors of PERSONAL HYGIENE and APPEARANCE, RESPECTFULNESS, and COOPERATIVENESS were close seconds.
>
> - Other characteristics added to the list in the 'other' category involved being Dependable, Hard-working, Economic-minded, and Stable." (p. 12)

Several occupations with specific characteristics were also evident. "Personal hygiene and appearance were extremely important in health related occupations as well as business and office occupations. Trainability was ranked very high in the manufacturing and technical industries. Self-confidence was a factor which employees looked for in identifying future leadership potential. Responsibility was another factor in identifying leadership or supervisory potential" (p. 12).

An employer-oriented approach was taken by Annis and Perrigo (1968) to determine the need for curriculum modification in New Hampshire's vocational technical system. Two hundred and twenty-one businesses representing a wide range of the industry in southern New Hampshire were surveyed. These included manufacturing and non-manufacturing industries. Respondents were asked to rate the following seven personal employee characteristics: efficiency, courtesy, conversation, manners, neatness, appearance, and self-expression. All the areas were considered important, but efficiency and courtesy were rated highest. Each respondent was also asked to suggest any other personality or personal development areas s/he thought was important. Within this list, pride and enthusiasm in work was mentioned most frequently by employers regardless of the job performed. In customer service and relations occupations, a pleasing and congenial personality was considered critical. Five percent of the employers further felt that ambition, responsibility, and honesty deserved emphasis. Along the same general lines, Collard (1974) surveyed more than 500 employers for the Pinal County High School's Career Employability Program. The results showed that more employers believed a need for good work attitudes was more important than technical skills.

Alwell and Daggett (1977) completed a study of business criteria for entry level office employee competencies to determine employers' standards for recent New York State high school business education graduates entering office occupations. Of the respondents, 43 percent indicated that they hired recent high school business education graduates. The study dealt both with hiring employees and employee problems on-the-job. Personality and appearance were considered by 80-90 percent of the employers in hiring an entry level employee. The 1,485 respondents (employers) indicated the following non-technical factors were important in hiring: appearance, personality, work experience, academic achievement, and high school attendance. Among the upstate employers, appearance ranked higher than personality, while personality was more important among downstate (New York City) employers. Personality factors affecting job performance were stated in terms of problems encountered during the first year of employment. Although some differences existed between the upstate and downstate samples, the three most serious problems in both groups in rank order were lack of responsibility, lack of initiative, and absenteeism. Inappropriate clothing, lack of organization, and poor decision making skills were ranked next as problems by upstate employers, while tardiness, inappropriate clothing, and lack of ambition were problems ranked next by downstate employers. Interestingly, poor spelling and poor English mechanics were the major skill-related problems identified by the employer respondents. Alwell (1977) concluded that, "Interpreting the response to the item (concerning hiring of recent business education graduates) indicates, to me, a low employability index of the graduates. Yet, our technical curriculum is at or above the entry level requirements; the problem may lie within the non-technical requirements. . ." (p. 1).

A study by Kallaus (1973) represents an attempt to discern job requirements for and problems encountered with beginning office workers. Data were based on an 84 percent return of questionnaires sent to 50 large business employers in Iowa. A comparison between the 1972 study and one conducted in 1970 shows the following problems with beginning employees:

1972	1970
1. poor use of time (21%)	1. lack of responsibility lack of dependability (35%)
2. lack of responsibility (13%)	2. inappropriate dress (32%)
3. lack of dependability (10%)	3. absenteeism and poor attendance (30%)

"Poor use of time," ranked fifth in the 1970 survey, was ranked first by the firms in the 1972 study. Taboo activities in the office environment included reading of paperback novels, eating lunch or snacks, chewing gum, smoking, personal conversation, and overdressing.

Studies of Specific Occupations

To determine the relationship between proficiency and personality and job success among secretaries and stenographers, Rothwell and Baker (1970) studied 300 students in Alabama technical schools and junior colleges. Job success was evaluated by the employers using the Minnesota Satisfactoriness Scales. Data showed the National Business Entrance Stenographic Test, the Visual Speed and Accuracy Test, and four personality traits as measured by the 16 P.F. Personality Test predicted job success as evaluated by the Minnesota Satisfactoriness Scales. Students who scored significantly higher on the intelligence factor and on emotional stability, tender-mindedness, and shyness scales received significantly higher job success scores. The most significant personality factor predictive of success was tender-mindedness.

A study by Cook and Shapiro (1968) identified factors associated with successful employment as a secretary or stenographer. The study was conducted among employees of 67 work groups composed of secretaries, supervisors, and other clerical workers at Michigan Bell Telephone Company. Each secretary was rated by herself, her peers, and her supervisor on the following ten personality dimensions: punctuality, independence, organization, accuracy, effort, tenseness, decisiveness, flexibility, initiative, and confidence. No significant difference was found in group mean success scores based on self-ratings. When ranked by supervisors and peers, the group of successful secretaries was found to be 1) more organized, 2) more accurate, 3) more energetic, 4) more decisive, 5) more flexible, 6) more initiating, and 7) more confident than the less successful group. Each supervisor was also asked to rate himself/herself on the ten dimensions. The results showed that the group of supervisors who rated themselves high in independence had supervised secretaries who, as a group, were the most successful. It was found that, in general, secretaries were rated more successful when working for supervisors with essentially the same degree of independence, organization, and flexibility as themselves. However, secretaries who were low in initiative were found to be more successful when their supervisors showed self-ratings of "extremely high in initiative."

Loveless and Egan (1968) reported on distributive education curriculum evaluation by 228 employers and 503 secondary distributive education students in Utah. The students and employers were asked to rank order in importance the units comprising the curriculum. The results of this questionnaire showed that a unit on personality improvement was ranked highest in importance by both students and employers. Topics included in the unit were: "A Critical Look at Personality," "Getting People to Like You," "Developing Successful Human Relationships," and "Human Relations in Retail Business."

An important study in the Technical and Industrial field reported by Drost (1970) focuses on the desirable attributes and characteristics of automotive mechanics in Iowa. Automotive service personnel were asked to complete personal data sheets indicating desirable characteristics for mechanics. Respondents were asked to rate 18 personal characteristics and competencies on a five point scale ranging from "of very little importance (1)" to "essential (5)." The results obtained from 242 respondents indicated the importance attached to personal social factors. Personal social factors obtaining mean ratings of "highly desirable" to "essential" included: "punctual and dependable," "cooperative and friendly," "possesses positive attitude," "favorable personal cleanliness and appearance" and "accepts responsibility." The ratings accorded these personal/social facors compared favorably to those accorded to the technical skill factors.

Disadvantaged Worker

Three studies of disadvantaged workers deserve mention because of the emphasis they place on personality factors affecting job success. Pucel (1968) conducted a study to determine if descriptive data about trainees being gathered by the employment service were effective predictors of success in MDTA programs. Data were compiled on 138 trainees in ten training programs representing technician, sales and clerical, and skilled programs. The following variables were rated for each individual: initiative and ambition, quality (the worker's standards, not his/her attainments), cooperation, response to constructive criticism, attendance, discipline, and effort. All of the multiple regression equations using the 22 personal and training related variables and 15 instructor ratings predicted employment status above the .01 level of significance although no one equation was developed which predicted well in all three groups. The findings suggest systematic differences regarding personal/social skills between persons who succeed and those who do not.

Employed and unemployed former trainees were studies by Indik (1966) to determine differences in "motive to work," "expectancy to work," "incentive to work" and "incentive to avoid work." "Incentive to work" was defined as a specific inducement to work such as money or working conditions while "motive to work" was defined as the need that impels an individual toward a goal implicit in work. Findings indicated that a greater proportion of the unemployed when compared to the employed exhibited a high motive to avoid work. On the other hand, a greater proportion of the employed exhibited a high motive to work and expectancy to work. The employed also scored lower than the unemployed on the incentive to work scale and higher on the incentive to avoid work. The personal intrinsic need to work then appeared to differentiate the employed from the unemployed.

Lastly, Smith et al (1965) conducted a follow-up study to determine the effectiveness of the Youth Training Project of The Jewish Employment and Vocational Service (JEVS) of St. Louis, Missouri. Data were compiled on 91 youths completing the program. Fourteen training-connected variables were isolated, and it was hypothesized that significant differences would appear on the basis of these variables. Of the 14 hypotheses tested, only the one stating that successful trainees would be judged more cooperative than unsuccessful trainees showed a significant difference. The personality variables tested were behavior under workshop supervision, social maladjustment, independence of supervision, ability to work with others, flexibility, motivation, and work attitudes. The authors suggest that cooperation may actually represent submissiveness or docility. They state:

> This finding, that successful trainees were found to be more cooperative than unsuccessful trainees, may be subject to closer examination. The immediate interpretation was that successful trainees express a greater willingness to learn and a greater desire to be employed. On the other hand, cooperative ratings may have been given to those trainees who manifested a high degree of docility and submissiveness. The personality characteristics of docility and submissiveness may have been the actual factors accounting for the cooperative ratings and for continued employment (p. 44).

Measuring Employee Performance

Employee performance evaluation instruments are another means for discerning those characteristics which employers expect in a successful employee. Wentling and Lawson, in Evaluating Occupational Education and Training Programs (1975), discuss the theory behind construction of employer surveys to determine employee characteristics. The authors cite as an example the rating scale used by Felstehausen in the Illinois Follow-Up System (1974). The scale is adapted from an employer survey by K.M. Howell and has two segments. One asks the employer how well prepared a given employee was in such areas as quality of work, job know-how, appearance, cooperativeness, dependability, and adaptability. The other is a list of personal qualities and job skills. The employer is asked to choose the three factors s/he considers most important for a person in the position of the employee being rated. The scale includes the following traits: competency in using tools, machines, materials; accuracy, quality and thoroughness; ability to meet quantity demands; judgment--ability to make decisions, ability to plan, organize; ability to get along with others--other workers, customers, patients; initiative, does jobs that need doing; positive attitude toward work; appearance and grooming; dependability; and attendance and punctuality.

Hackman and Porter in 1968 used a telephone company's employee appraisal form as part of their study of the use of expectancy theory to predict effort and performance in an ongoing work situation. The seven scales used by the company on this appraisal form are quality of work, quantity of work, cooperativeness, judgment, dependability, initiative, and ability to learn (Steers and Porter, 1975). Unvari (1973) includes a portion of an employee performance scale which lists accuracy, alertness, attendance, and quantity of work as factors to be evaluated in his curriculum unit on successful employment.

Olney (1976), while discussing the drawbacks of employee performance review, cites improper use of factor rating sheets as a potential problem in objective evaluations. At the same time, he recommends the use of standard performance rating factors such as attitude, initiative, judgment, self-expression, and productivity.

Flanagan and Burns (1955), in an attempt to isolate a more valid means of evaluating employee performance than a mere list of desirable traits, reviewed 2,500 descriptions of critical incidents among General Motors employees. The critical incidents, as described by foremen in ten plants, outlined specific activities performed by employees which represented either commendable or detrimental behavior. The authors found that the incidents included about 500 different kinds of behavior. These were finally reduced to 16 qualities grouped into the two categories of physical and mental qualifications and work habits and attitudes. Under work habits and attitudes, the following traits were listed: productivity, dependability, accepting supervision and organizational procedures, accuracy of reporting, response to departmental needs, getting along with others, initiative, and responsibility. The Employee Performance Record developed by the authors represents one of the few efforts to validate generalized personality traits accepted as desirable in a successful employee.

Employee performance scales lack validity for the most part because, as Porter, Lawler, and Hackman (1975) note, supervisors tend to dislike rating subordinates on traits such as responsibility and they have trouble defining and discriminating among the various traits. This of course, is a problem central to the present review of literature and to the designing of the instrumentation. Traits in themselves are often misleading, overlapping, and difficult to evaluate. They must be tied to behaviors and actual work situations in order to have any real value to the rater or evaluator.

Summary

Based on the literature reviewed, several personal/social skills were identified as being important for job retention. The behaviors generally relate to work attitudes/productivity and personal behavior characteristics. The identified behaviors are based on research conducted in both education and industry. While the populations surveyed and the methodologies used in the studies varied, some skills were frequently rated highly or mentioned more often than others. These are presented in the following summary.

In several studies, employers were asked to rank employee behaviors as to their importance in job retention. These ratings were generally based on predetermined close-ended lists of behaviors/skills presented to the employers. Among the most highly rated behaviors were initiative, dependability, accuracy, and judgment. In addition to these non-job skills, the quantity of work and quality of work (job skills) were also highly rated. Other skills frequently rated as important to job retention by the employers surveyed include appearance, cooperativeness, adaptability, ability to get along with others, and attitude.

Other studies included in the literature reviewed surveyed vocational educators, field practitioners, manpower personnel, students, employees, and

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researchers. The most frequently mentioned behaviors rated highly were responsibility, dependability, efficiency, honesty, attitude, pride in work, and attendance. While there was some variance between the responses of the employers and the other people surveyed, dependability and attitude were frequently mentioned by all groups as being extremely important. Many other behaviors were also frequently mentioned by all groups, however the ranked order of importance varied.

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Part III

Survey Results

To validate and augment the skills and characteristics identified through the literature and research review, surveys were conducted with employers, recent graduates of two post-secondary institutions in Wisconsin, and the school personnel most responsible for assisting them in placement and employability skill development. The two cooperating institutions were deliberately diverse. One, Milwaukee Area Technical College, was large and located in an urban area. The other, Southwest Tech at Fennimore, was small and located in a rural setting.

Each of the three populations involved in the survey was interviewed by professional staff from the cooperating schools. The format for the interviews was structured and included questions pertaining to the various aspects of job acquisition and job retention identified through the literature review. While the surveys were structured by topic, questions asked were open-ended to encourage respondents to discuss their views and procedures at length.

The three groups were asked parallel questions regarding the topics of job acquisition, retention and advancement. The members of each group, however, were asked to speak from their own particular perspective on these questions. For example, the former students were asked how they obtained information on job openings. The employers were asked what steps and procedures they use to find applicants for openings in their firms and school staff were asked how their students normally find out about particular jobs. Appendix A contains a complete list of the questions used with each of the three groups.

Responses to each set of questions are briefly summarized below by topic and group. These are presented in tabular form and each table is discussed. No statistical tests were employed to analyze the responses because of the limited numbers surveyed. Consequently, extrapolations from and conclusions based on the data must be limited.

Former Student Survey

Twenty-two employed former VTAE students were interviewed regarding their perceptions of hiring, employment, promotion and termination practices at their places of employment. Twelve of the twenty-two former students graduated from Milwaukee Area Technical College and ten graduated from Southwest Technical Institute at Fennimore, Wisconsin. Times and places for the interviews were left to the discretion of the interviewers.

The Hiring Process

The two groups of former students were asked a series of questions regarding skills and procedures related to employment acquisition. They were asked both what they did to obtain their jobs and what screening procedures their employers used. Specific questions asked include:

1. What procedures did you have to go through to get the job? (telephone contact, screening tests, interview, application, etc.)

2. What do you think influenced the employer to hire you?
3. How did other employees who have been hired by this company get their jobs?
4. What do you think is important in getting a job at your company?
5. What advice would you give to someone who wanted to get a job like yours?
6. How many jobs did you apply for before you got hired for this one?
7. How did you get this job?
8. How did you find out it was open?
9. Had you ever met the employer prior to getting the job?

Responses to these questions were categorized and classified and put into tabular form. These tables and summaries based on them are reported below.

Job Leads. All the students in both groups were asked how they learned about the opening for the job they now hold. The majority of graduates from the two schools (14) stated they learned of their openings in ways that were classified as informal. They either personally knew the employer, had worked at their current place of employment before or learned of the opening from a friend or relative. Four former students reported learning of the opening from the school placement office. Three stated that they learned of the openings from other placement services, and two reported learning about the openings from want-ads. (See Table I.)

Table I

Sources of Job Lead
Cited by VTAE Graduates

Source	Rural (N=10)	Urban (N=12)	Total (N=22)
Informal (word of mouth, prior contact)	8	7	14
Formal			8
School Placement	2	1	(2)
Other Placement Services	1	2	(4)
Want-Ads	0	2	(2)

Although the majority of both groups reported sources which were classified as informal, there were marked differences between the two groups on types of informal leads they cited. Almost all, eight of ten, rural students knew their future employers. Moreover, even when the rural graduates received the lead from a formal source, either they knew the employer, knew someone who knew the employer or the placement officer personally knew the employer.

Following up on Job Leads. Individuals in both groups were asked a series of questions on the steps they had to go through to get their job. These included both the procedures initiated by the applicants, (resumes, telephone calls, letters and so on) as well as those required by the employer (application blanks, interviews, tests and so on). As a first step in following up on the job lead, fifteen of the graduates reported making a personal appearance at the place of employment. Four said they first telephoned and three said they first wrote letters of application. In addition, four said that they used a resume. Two of the four said they took the resume with them when they called on the employer and two said they mailed a resume with their letter of application.

Employer Screening. The next step in the hiring process for the vast majority of both groups was coping with or completing employer screening procedures. Other than four who were employed either by relatives or by close personal friends, the former students stated that they were required to both complete an application blank and go through at least one employment interview. Moreover, four of these eighteen additionally stated that they also had to complete a pre-employment test or pass a pre-employment physical. In addition, among the eighteen who had interviews, five stated that they were required to go through multiple interviews before being hired. Beyond that, four of the urban graduates stated that they were required to either send a resume or bring a resume with them during the application process. (See Table II.)

Table II

Employer Screening Procedures
Cited by VTAE Graduates

Screening Procedures	Rural (N=10)	Urban (N=12)	Total (N=22)
Application blank	8	10	18
Interview	8	10	18
Test or physical	1	3	4
Other	1	2	4
Multiple interviews	2	3	5

Both groups of graduates were asked what factors in their perception influenced the employer to hire them. Thirteen stated either prior experience, training or a combination of the two. Six stated the primary factor was the employers knew them, and three mentioned factors classified as "employability skills", e.g., ability to sell self. (See Table III.)

Table III

Reasons Cited by VTAE Graduates for Being Hired

Reason	Rural (N=10)	Urban (N=12)	Total (N=22)
Experience and Training	1	7	8
Known by the Employer (friend, relative)	3	3	6
Training	3	1	4
Prior Experience	1	2	3
Employability Skills	2	1	3

In addition to being asked what influenced the employer to hire them, the former graduates were asked how others employed in their firm got their jobs. Again, the predominant factors cited were either experience, training or knowing somebody in the firm.

Job Keeping

The two groups of former students were then asked a series of questions regarding skills and behaviors necessary for job maintenance. First, they were asked, "What do you have to do to keep your job?" In response a number of graduates cited multiple factors as being important in job keeping. Some of these were job specific and thus not classifiable. Classifiable factors most frequently mentioned were competence, adaptability and attendance-punctuality. Competence was cited as important by fourteen people, attendance-punctuality by twelve and adaptability by five. The only other classifiable factor mentioned more than once was the importance of maintaining good relations with others (3). (See Table IV.)

Table IV

Factors Cited by VTAE Graduates as Important in Keeping Job

Factor	Rural (N=10)	Urban (N=12)	Total (N=22)
Competence	7	7	14
Attendance-punctuality	6	6	12
Adaptability	3	2	5
Good relations with others	1	2	3
Other	5	6	11

Employer Concerns and Expectations. The two groups were also asked, "What does your employer seem to be most concerned about?" Again, competence in performing job tasks was mentioned by more than half of both groups. Usually this concern was coupled with timeliness; that is, they stated either that their employer was most concerned about their getting the job done in the time alloted or that their employer was most concerned about regular work attendance and punctuality.

Table V

Pet Peeves of Employers
as Cited by VTAE Graduates

Category	Rural (N=10)	Urban (N=12)	Total (N=22)
Wasting time	3	5	8
Not maintaining formal relations or adhering to chain of command	4	3	7
Dishonesty	1	2	3
Inattentiveness	1	1	2
Other	2	4	6

The former students' perception of employer concerns were addressed further by asking them what they perceived their employers' pet peeves to be. A variety of factors were cited. A number of these were job specific and unclassifiable. Two, however, were mentioned by approximately one-third of the graduates. Eight of the twenty-two graduates made statements classified under "wasting time." They either stated that their employers get upset about taking too long on breaks, being late for work or something closely related. Seven employees made statements classified under "not maintaining formal relations or adhering to chain of command." Three mentioned dishonesty and two cited inattentiveness. (See Table V.)

The two groups were also asked how they were expected to behave toward their supervisors. Eleven stated that they were expected to treat their boss with respect or courtesy. Nine said that they were expected to keep their boss or supervisor "informed"; that is, they were expected to adhere to the chain of command and notify the boss if problems occur. (See Table VI.)

Table VI

Expected Behaviors toward
Boss or Supervisor
cited by VTAE Graduates

Behavior	Rural (N=10)	Urban (N=12)	Total (N=22)
"Show respect and courtesy"	6	5	11
"Be cooperative"	1	2	3
"Keep boss informed"	3	6	9
Other	0	1	1

Co-worker relations. In a similar vein the former students were asked, "How do your co-workers expect you to behave toward them?" Eleven of the former graduates stated that co-workers expected to be treated as equals. Another nine, stated that they were expected to be cooperative and friendly. Three stated that their co-workers expected to be treated with respect or cordiality. (See Table VII.)

Table VII

Expected Behavior toward Co-workers
cited by VTAE Graduates

Behavior	Rural (N=10)	Urban (N=12)	Total (N=22)
"Treat them as equals"	4	7	11
"Be cooperative and friendly"	5	4	9
"Show respect for them"	1	2	3

Promotion

In answering a series of questions regarding promotion the former students were first asked who in their firm gets promoted. Eleven of the former graduates indicated that the ambitious and dedicated get promoted. Four indicated the talented or competent get promoted, and an additional two mentioned a combination of the competent and dedicated. Five stated that those that are personally and socially skilled frequently get promoted. (See Table VIII.)

Table VIII

Reasons cited by VTAE Graduates for Promotion

Reasons	Rural (N=10)	Urban (N=12)	Total (N=22)
Ambition and dedication	5	6	11
Personally and socially skilled	3	2	5
Competence or talent	3	1	4
Ambition	0	2	2

Next, former graduates were asked what they would personally have to do to be promoted. A variety of factors were mentioned, ranging from being lucky, to being dedicated. Six cited factors classified under "dedication." Five cited that they would have to get more training. Three stated that it would be impossible unless they went elsewhere, and five stated that they had to wait until an opening came up. (See Table IX.)

Table IX

Behaviors and Characteristics cited by VTAE Graduates as Necessary for Personal Promotion

Category	Rural (N=10)	Urban (N=12)	Total (N=22)
"be dedicated"	4	2	6
"get more training"	1	4	5
"wait"	1	3	4
"relocate"	2	1	3
"be lucky"	1	1	2
other	1	1	2

Termination

In order to obtain their views on factors related to termination the two groups were asked to look back at the last person in their firm who was fired and to recall the reasons for the firing. Seven stated the reason for the firing was failure to do the work--either the person couldn't or wouldn't do the work in the manner prescribed. Six former students stated that absenteeism and five stated that a bad "attitude", either towards the job, the boss or co-workers, was the reason for the firing. A variety of other reasons were cited but none more frequently than once. (See Table X.)

Table X

Reasons cited by VTAE
Graduates for Firings at
their place of Employment

Reason	Rural (N=10)	Urban (N=12)	Total (N=22)
Non-performance	3	4	7
Attendance-punctuality	3	3	6
"Bad attitude"	2	4	6
N/A or other	3	2	5

In a similiar vein the former graduates were also asked to describe situations which led to firings in the past. Again, the most frequently mentioned were "failure to do the work", "absenteeism" and "attitude."

Summary

In summary, the following conclusions can be drawn from the statements of the former students:

(a) informal sources for job leads are important;

(b) multiple screenings, including at least completion of an application blank and one interview are predominant;

(c) the hiring process in the rural setting is more frequently informal than in the urban setting;

(d) job competence and attendance-punctuality are critical to maintaining employment;

(e) proper use of time and adhering to the chain of command are important in maintaining good relations with supervisors;

(f) being friendly and cooperative as well as treating co-workers as equals are important in maintaining good relations;

(g) ambition and dedication are most important for promotion;

(h) absenteeism, tardiness, and poor attitude in addition to poor job performances are predominant causes of termination.

Employer Survey

Interviews to ascertain practices related to hiring, job maintenance, job advancement and job termination were conducted with eighteen employers in the urban Milwaukee area and six employers in rural Southwestern Wisconsin. The findings from the interviews with these employers are summarized below under four subheadings: The Hiring Process, Job-Keeping, Promotion and Termination.

The Hiring Process

Acquiring Applicants. All of the employers in both groups were asked what procedures they use to find applicants for vacancies and positions for which VTAE students qualify. All employers in both groups mentioned using a variety of procedures classified as either informal or formal. Informal procedures included those where the vacancies were posted internally, those where position openings were made known by word of mouth, and so on. The formal procedures included listing positions with public and private employment services, using want-ads in newspapers and trade journals, and so on. All twenty-four employers indicated using informal procedures and twenty-three of the twenty-four indicated using formal procedures as well. (See Table XI.)

Table XI

Procedures Used by
Employers in Finding Job-Applicants

Procedure	Rural (N=6)	Urban (N=18)	Total (N=24)
Formal	5	18	23
Informal	6	18	24
Both	5	18	23

Preferred Sources. The urban employers were further asked to indicate what method or procedure they prefer to use to obtain applicants. Ten of the eighteen employers cited want-ads, generally in newspapers. The remaining eight employers refused to limit themselves to one favorite procedure. Seven of these eight included want-ads among the preferred procedures. (See Table XII.)

Table XII

Procedures Preferred by Urban Employers in Obtaining Job Applicants

Procedure	Urban (N=18)
Want-ads	17
Placement service	7
Walk-in	3

The same question was not asked of the rural employers. However, in light of their responses to other questions it appears obvious that they preferred using more informal procedures than do their urban counterparts. Only one rural employer cited using want-ads. Those rural employees who did indicate using formal procedures, also indicated that they had informal ties to or knowledge of people connected with the formal agencies.

Unsolicited Application. Urban employers were further asked whether or not to take on solicited applications. Seventeen of eighteen responded with an unqualified yes, the other indicated that unsolicited applications were taken for some positions. They were further asked whether these were kept on file and later used when oepnings were available. Seventeen of eighteen responded yes, and indicated that the applications were kept on file from six months to two years. (See Table XIII.)

Table XIII

Urban Employers' Responses to the Question "Do you take Unsolicited Applications?"

Response	Urban Employers (N=18)
Yes	17
Qualified	1
No	0

Screening Procedures. All the employers from both areas were asked what screening procedures they utilize in the hiring process. Universally, employers stated that they use application blanks. In addition, all except one indicated using the interview, and all except one in each the rural and urban area indicated checking references. There were some marked differences between the rural and urban employers. All of the urban in contrast to half of the rural employers indicated that they do use resumes when made available to them. In addition, two-thirds of the urban in contrast to none of the rual employers indicated using work samples. Moreover, the urban employers use more screening procedures than do the rural employers. Seventeen of the eighteen urban employers stated using four or more procedures during the screening process. In contrast, only three of the six rural employers indicated using four or more. (See Table XIV and XV.)

Table XIV

Screening Procedures Utilized
by Employers in the Hiring Process

Procedure	Rural (N=6)	Urban (N=18)	Total (N=24)
Application blank	6	18	24
Interview	6	17	23
Reference check	5	17	22
Resumes	3	18	21
Work samples	0	12	12
Tests	1	5	6

Table XV

Number of Procedures Used
by Employers in Screening Applicants

Number	Rural (N=6)	Urban (N=18)	Total (N=24)
1	0	0	0
2	1	0	1
3	2	1	3
4	2	5	7
5	1	6	7
6	0	6	6

Purpose of Screening Process. Employers from both areas were asked what characteristics, behaviors and qualities they look for during the screening process. Here their responses become extremely difficult to quantify or classify. Most employers included a combination of personality factors such as attitude, integrity, trustworthiness along with objective factors such as communication skills, appearance and handwriting. In addition, many mentioned factors or characteristics which can be learned from past records. These included such things as past attendance, police record, problems with alcohol and drugs.

Determination of Characteristics. Next, both groups of employers were asked to state how they determine whether or not the applicant possessed the qualities they desire. Here almost all employers talked about utilizing the various procedures in an attempt to gain some feel for the "whole person." The responses of employers speaking in this manner were classified under Gestalt. In other words, they attempted to fit the parts together trying to get a view of the whole person. The responses of sixteen urban and five rural employers were classified in this category. Only three stated using specific tangible, measurable factors, to determine desireable characteristics. (See Table XVI.)

Table XVI

How Employers Determine Desired
Employee Characteristics

	Rural (N=6)	Urban (N=18)	Total (N=24)
Gestalt	5	16	21
Specific factors	1	2	3

Information Obtained. The employers from both areas were then asked what kind of information they attempt to obtain from each of the procedures they use during the screening process. Employers indicated diverse ways of utilizing the data. Some said they looked at factors related to form, others said they looked at content and still said they looked at both. Five mentioned only form; that is, they said they look at such factors such as neatness, spelling, accuracy and so on. Twelve said they look only at specific comments, that is, what the applicant states about self in response to application items. The remaining seven employers indicated that they look at both form and content. (See Table XVII.)

Table XVII

Type of Information Employers try to Obtain from Application Blanks

Information	Rural (N=6)	Urban (N=18)	Total (N=24)
Form	1	4	5
Content	2	10	12
Both	3	4	7

Interview Behavior. When employers were asked what factors they judge during the employment interview, twenty-two of twenty-four stated that appearance was among them. In addition, twenty-one also stated that they judge or consider communication skills to be important. Most of the employers also mentioned that they use the interview as a means of trying to get some handle on the applicant's personality or character. (See Table XVIII.)

Table XVIII

Importance Attached to Various Factors during the Interview

Important	Rural (N=6)	Urban (N=18)	Both (N=24)
Appearance	5	17	22
Communication skills	5	16	21

Reference Check. Both groups of employers were also asked whether or not they check applicants' references. Nineteen of the twenty-four employers responded with an unqualified yes; the remaining five said sometimes. Those that stated sometimes further stated that this was contingent upon the position for which the applicant was applying. (See Table XIX.)

Table XIX

Employers' Responses to whether or not They Check References

Response	Rural (N=6)	Urban (N=18)	Both (N=24)
Yes	5	14	19
No	0	0	0
Sometimes	0	4	4
No response	1	0	1

Reference Emphasis. Following up on this, employers were asked what emphasis they placed on the reference check. Seventeen of the twenty-four employers said they placed a great deal of emphasis on this aspect of the screening process. The remaining seven indicated that they placed little emphasis on references. Employers placing great emphasis on references stated that they use these references both to check the applicant's earlier work history and to obtain some measure of their personality and/or character. Moreover, a greater proportion of urban employers indicated placing much emphasis on references. (See Table XX.)

Table XX

Emphasis Placed on References by Employers

Emphasis	Rural (N=6)	Urban (N=18)	Total (N=24)
None	0	0	0
Little	3	4	7
Great	3	14	17

Deciding Factors. Both sets of employers were asked what they would do if they were faced with two applicants who possessed equal skills in terms of being able to do the job. All except one of the employers indicated they would make their selection on the basis of personality or character factors. In other words, they stated that they would select that applicant who seemed to best fit into their company. In addition, without exception, they stated that they would hire the person who appeared to want the job the most. The one employer who was an exception, stated that he would hire the person who had applied first.

Common Mistakes. As a final question on the hiring process, both groups of employers were asked to discuss the common mistakes they perceive applicants making when applying for jobs. Almost all the employers polled cited more than one common mistake. Fourteen employers cited lack of preparation e.g., not having a specific job goal or not knowing about the company, as a common mistake. Seven employers stated that poor appearance is a common problem and six stated that applicants frequently are not enthusiastic enough about working for their particular company or firm. Six mentioned applicant evasiveness or deception and six more mentioned applicant aggressiveness. (See Table XXI.)

Table XXI

Common Mistakes Employers Say
Applicants Make When Applying for Jobs

Mistakes	Rural (N=6)	Urban (N=18)	Total (N=24)
Poor appearance	4	3	7
Not prepared e.g., don't know about company, incomplete resume, no specific job goal	3	11	14
Lack enthusiasm	1	5	6
Evasive or deceptive	3	3	6
Overly agressive	1	5	6
Poor communication skills	1	0	1
Self-concerned	0	2	2

There were some differences between the rural employers and urban on their discussions on common mistakes. Poor appearance was mentioned as a common error by four of the six rural employers, but only three of the eighteen urban employers. Being evasive or deceptive was cited as a common mistake by three of the six rural employers in contrast to three of the eighteen urban employers. And, being overly agressive was spoken of as a common mistake by five of the eighteen urban in comparison to one of the six rural employers.

Job Keeping

In order to determine what behaviors they view as critical if new employees are to maintain employment, employers in both settings were asked, "What advice would you give to a new employee on how to keep his or her job?" Almost all the employers in both groups cited multiple factors as being important. Twelve of the employers said that it was important that a new employee be enthusiastic and willing to learn. Eleven stated that is was important that new employees keep their supervisors informed and not be afraid to ask questions. Eleven stated that the most important thing to the new worker was really to keep his or her "nose to the grindstone". Nine mentioned the importance of regular attendance and punctuality, and six, mentioned the importance of being able to get along with co-workers. A greater proportion of the urban employers, five of eighteen, compared to one of six, cited ability to get along with co-workers as important; whereas, a greater proportion of rural employers, four of six compared to five of eighteen, cited attendance-punctuality as crucial. (See Table XXII.)

Table XXII

Employers' Responses to the Question
"What advice would you give to a new
employee on how to keep his/her job?"

Responses	Rural (N=6)	Urban (N=18)	Total (N=24)
"Be enthusiastic and willing to learn"	3	9	12
"Keep supervisor informed-ask questions"	3	8	11
"Nose to the grindstone"	4	7	11
"Attendance-punctuality"	4	5	9
"Get along with co-workers"	1	5	6
Other	2	4	6

Promotion

In order to determine promotion policies and procedures, both groups of employers were asked, "How do you select from among your employees those who will be promoted?" "What are some ways these employees differ from employees who you would not consider for promotion?" Fifty factors and characteristics important for promotion were mentioned by the twenty-four employers. Sixteen of the twenty-four stated that job competence was the critical variable. Ten cited interpersonal skills as being very important, and eight mentioned ambition and industriousness. Seven stated that seniority was the crucial factor. The only apparent difference between the rural and urban employers was the matter of seniority. Three of the six rural employers compared to four of eighteen urban employers cited this as a crucial factor in promotion. (See Table XXIII.)

Table XXIII

Stated Reasons Employers
Promote Employees

Reason	Rural (N=6)	Urban (N=18)	Total (N=24)
Job competence	5	11	16
Interpersonal skills	2	8	10
Ambition and Industriousness	1	7	8
Seniority	3	4	7
Leadership	2	3	5
N/A or other	1	3	4

Termination

Finally, the employers from both areas were asked to state reasons whey they had terminated employees when it was necessary for them to do so. The twenty-four employers mentioned thirty-seven reasons for having terminated people. Three of the rural employers stated that they have not had to terminate anyone in recent years. This was not the case for any of the urban employers. Seventeen employers stated that they had terminated employees for poor attendance or poor use of time. Ten employers indicated they had terminated workers for exhibiting a "poor attitude." Eight said they had terminated employees for incompetence and six stated that they had terminated workers for their inability to get along with co-workers. Because three of the six rural employers indicated that they did not have to terminate any employees within recent years, there were marked differences between the rural and urban groups. For example, attendance was mentioned as a reason for termination by fifteen of the eighteen urban employers, but only two of the six rural employers. Likewise, poor work attitude was mentioned by nine of the urban employers but only one of the rural employers. Moreover, three of the urban employers mentioned dishonesty as a reason for termination; whereas, this was not mentioned by any of the rural employers. (See Table XXIV.)

Table XXIV

Stated Reasons Employers
Terminate or Fire Employees

Reason	Rural (N=6)	Urban (N=18)	Total (N=24)
Poor attendance (absenteeism, tardiness)	2	15	17
Poor attitude	1	9	10
Lack of job skills (incompetent)	2	6	8
Inability to get along with co-workers	1	5	6
Dishonesty	0	3	3
N/A	3	0	3

Summary

In summary, the following conclusions can be drawn from the interviews with the two employer groups.

(a) both formal and informal procedures are used to announce job openings;

(b) the use of want-ads is a favorite procedure of urban employers for announcing job openings;

(c) almost all employers take and utilize unsolicited applications;

(d) almost without exception employers use application blanks, interviews and references as screeening procedures;

(e) urban employers use a wider variety of screening procedures than rural employers;

(f) employers use the variety of procedures in an effort to gain a conception of the "whole person";

(g) employers judge both the content and appearance of application response;

(h) appearance as well as communication skills are judged by most employers during job interviews;

(i) most employers check references and urban employers place a great deal of importance on information gained from references;

(j) a willingness to learn, good communication with supervisors, diligence and attendance-punctuality are characteristics many employers view as most important for the newly hired;

(k) the majority of employers cite competence as critical to promotion;

(l) absenteeism and tardiness are the most frequently mentioned causes for termination;

(m) overall the relations between employers and employees appear to be less formal in the rural setting.

School Staff Survey

Eleven members of the school staff from Milwaukee Area Technical College and Southwest Tech at Fennimore were interviewed regarding the skills, characteristics and traits important in job acquisition and retention, advancement, and termination. These staff members included teachers, administrators, and those responsible for placement of graduates. The interviews were conducted by other staff members from the same institutions.

The Hiring Process

Job Sources. Staff from the two schools were asked a series of questions to obtain their perceptions of procedures their students need, and problems their students encounter in obtaining jobs. First they were asked, "How do your students normally go about getting a job?" Most of the twenty-two staff members cited multiple ways and means by which their students obtain employment. Seventeen of the twenty-two staff members stated that the school placement services are a usual source for jobs. Nine stated that students usually obtained assistance from friends and relatives. Eight said that their students frequently got jobs by making a personal call on employers. Other ways mentioned included: public and private placement services, want ads, letters of inquiry and so on. None of these was mentioned by more than four of the staff surveyed. (See Table XXV.)

Sought After Characteristics. School staff from both sites were asked what qualities, characteristics, and behaviors are most frequently requested by employers when they ask to have students referred to them for employment. Fourteen of the twenty-two said that employers request referrals who are punctual and have good attendance records. Fourteen also stated that employers ask for people who demonstrate eagerness, enthusiasm and a willingness to learn. Nine said that employers want students who make a good appearance, and seven stated that employers ask for referrals with good interpersonal skills. (See Table XXVI.)

Table XXV

School Staff Responses to the Question, "How do your students usually go about getting a job?"

Response	Rural (N=11)	Urban (N=11)	Total (N=22)
"School Placement" (instructional staff and placement office)	9	8	17
"Through friends or relatives"	2	7	9
"Walk-in Application"	3	5	8
"Personal contact with employers"	3	1	4
"Placement services" (excepting school)	1	2	3
"Letters of inquiry"	2	1	3
"Want-ads"	2	0	2
Other or N/A	2	0	2

Table XXVI

Qualities, Characteristics and Behaviors cited by School Staff as most frequently requested by Employers

Catetory	Total (N=22)
Attendance-punctuality	14
Cooperative, willing to learn	9
Appearance	9
Interpersonal skills	7
Eagerness, enthusiasm	5
Other	5
Skilled	2
Intelligence	1

Avoided Characteristics. The staff members from the two schools were then asked what kind of applicant employers want to avoid. Fifteen of the twenty-two mentioned those with poor attendance or who are not punctual. Eight said those with a poor work attitude, and eight said those with poor interpersonal skills. Seven said employers stay away from those who have a poor appearance. (Table XXVII.)

Table XXVII

Qualities, Characteristics and Behaviors
cited by School Staff as those
Employers Wish to Avoid

Category	Rural and Urban School Staff Total (N=22)
Poor attendance-punctuality	15
Poor work attitude	8
Poor interpersonal skills	8
Poor appearance	7
Other	7

Common Mistakes. The two groups were asked a series of questions on their perceptions of mistakes that applicants typically make in going through various application and screening procedures. First, they were asked what mistakes applicants make when telephoning an employer regarding a job opening. Eight of the staff members either did not answer the question or stated that they didn't know. Of the mistakes cited, the one mentioned most frequently, six times, was that applicants try "to do" or "ask for too much" information over the phone. Other mistakes mentioned were somewhat spread and not easily classifiable. (See Table XXVIII.)

Table XXVIII

Mistakes Applicants make when Telephoning an Employer Regarding a Job Opening

Mistake	Rural (N=11)	Urban (N=11)	Total (N=22)
No response or "Don't know"	4	4	8
"Ask too much about pay, fringe benefits	1	5	6
Other	3	1	4
"Not prepared or sure of what to say"	2	1	3
"Not calling soon enough"	1	0	1

Next in this group of questions the staff was asked what kind of mistakes applicants make in preparing resumes. Nine of the twenty-two staff members either did respond to this question or said they did not know. Five said that commonly students develop incomplete resumes, and three said that students commonly make the mistake of being too general. No other mistake was mentioned by more than two staff members. (See Table XXIX.)

Table XXIX

Common Mistakes made in Preparing Resumes

Mistake	Rural (N=11)	Urban (N=11)	Total (N=22)
Don't know or No answer N/A	4	5	9
Incomplete	3	2	5
Too general	1	3	4
Employers don't use	2	2	4
Failure to use	1	1	2
Too long	0	1	1
Too self oriented	1	0	1
None	1	0	1

Third in this series of questions, staff were asked to report mistakes applicants commonly make when filling in application forms. Fifteen of the twenty-two said that applicants commonly make the mistake of providing incomplete or irrelevant information. Thirteen staff members mentioned messy applications with spelling errors and five either said they didn't know or did not respond to the question. (See Table XXX.)

Table XXX

Mistakes made by Applicants
in Completing Application Blanks

Mistake	Rural (N=11)	Urban (N=11)	Total (N=22)
Incomplete or providing irrelevant information (don't know how to properly complete)	6	9	15
Messy (poor spelling)	5	8	13
N/A, don't know	3	2	5
Not able to positively project self	1	1	2
Other	1	0	1

Fourth, staff were asked which mistakes applicants commonly make in selecting references. Ten of the twenty-two staff members said applicants commonly make the mistake of failing to contact references ahead of time for their permission. Five stated that applicants make the mistake of selecting personal rather than work related references and three either said that they didn't know or that the question was not appropriate for them. Three others said that applicants make the mistake of not selecting a variety of references. (Last, in this series of questions, staff were asked what mistakes applicants commonly make during job interviews.) Eight of the twenty-two failed to respond to the question, said they didn't know or said the question was not appropriate. Of those who responded five mentioned poor appearance including inappropriate dress or grooming. Four cited a lack of enthusiasm as a frequent mistake, three cited a lack of confidence, three mentioned poor communication skills, and three mentioned focusing on benefits or salaries rather than what the applicant could do for the company. (See Table XXXI and XXXII.)

Table XXXI

Common Mistakes Applicants make in Selecting References

Mistakes	Rural (N=11)	Urban (N=11)	Total (N=22)
Don't contact	4	6	10
Select personal rather than work related references	3	2	5
N/A, don't know	2	1	3
Don't select variety	1	2	3
Other	1	1	2

Table XXXII

Common Mistakes Applicants make during Job Interviews

Mistakes	Rural (N=11)	Urban (N=11)	Total (N=22)
N/A, don't know	5	3	8
Poor appearance (not appropriately dressed or groomed)	3	2	5
Lack of enthusiasm	2	2	4
Lack of confidence	2	1	3
Poor communication skills	1	2	3
Focus on benefits or salary	1	2	3

Differentiating Characteristics. As a final question on job acquisition the school staff personnel were asked, "What characteristics differentiate between students who do and don't get jobs?" The most frequent differentiating characteristic cited was eagerness or desire for the job. This was mentioned by fourteen of the twenty-two staff members. Ten of twenty-two mentioned appearance and eight mentioned the ability to sell oneself. (See Table XXXIII.)

Table XXXIII

Characteristics Differentiating between
Students Who Do and Don't Get Jobs

Characteristics	Rural and Urban School Staff (N=22)
Eagerness, desire for job	14
Appearance	10
Ability to sell self	8
More skilled	2
N/A (100% placement)	2
Personality	2

Job Keeping

In order to obtain staff views on factors important in job retention the two groups were asked, "Once a student is hired what does he/she need to do to keep the job, i.e., what advice would you give students on keeping a job?" Three of the twenty-two staff members either said the question was not applicable or they did not respond. The remaining nineteen cited multiple factors. Fifteen of nineteeen said they would advise students to be at work regularly and be there on time. Nine said they would advise students to demonstrate enthusiasm and a willingness to learn, and seven said they would advise students to try to get along with others.

There were some differences between the two groups in the advice they said they would give. Nine urban in contrast to six rural staff members said they would give advice on attendance-punctuality. Five rural compared to two urban staff members said they would advise students to get along with others. (See Table XXXIV.)

Table XXXIV

Factors most Important
for New Employee in Keeping Jobs

Behavior	Urban (N=11)	Rural (N=11)	Total (N=22)
Attendance-punctuality	9	6	15
Enthusiasm and willingness to learn	4	5	9
Ability to get along with others	2	5	7
Skill, competence	1	2	3
N/A, no response	1	2	3
Loyalty	1	1	2

Promotion

In order to obtain the staff members views on the type of person who gets promoted, both groups were asked, "In contrast to just keeping a job, what kinds of behaviors characterize the employee who will be promoted?" Responses to this question were somewhat diverse. The behavior most frequently mentioned by a staff member was competence or skill. This was mentioned by eleven of the twenty-two. Ten cited ambition and industriousness, and ten more mentioned ability to work well with others, including both supervisors and co-workers. Other behaviors characteristic of the person who will be promoted cited by staff include; "those who improve their skills," mentioned five times; "those who use their time wisely," mentioned four times; and "those who are loyal," also mentioned four times. (See Table XXXV.)

Table XXXV

Behaviors Characteristic of the Person who is Promoted

Behavior	Rural (N=11)	Urban (N=11)	Total (N=22)
Competent, skilled	6	5	11
Ambitious, industrious	6	4	10
Works well with others (boss, co-workers)	4	6	10
Improves skills, training	1	4	5
Uses time wisely (punctual, good attendance)	2	2	4
Loyal	1	3	4
Other (N/A)	2	0	2

The only apparent difference between groups was the greater number (four to one)--of urban staff who mentioned the importance of improving skills.

Termination

In order to obtain staff perceptions on the type of person who gets fired or terminated they were asked, "Approximately what percentage of your former students get fired from their jobs. What are some of the reasons they get fired?" Seven of the twenty-two said the question was not applicable because to their knowledge none were fired. Three more said they did not know. Of the twelve who indicated that former students had been fired, several cited more than one cause. Eight mentioned "a poor work attitude" and seven mentioned poor attendance or poor use of time. The only other reason mentioned was lack of skill, and this was mentioned only once. (See Table XXXVI.)

Table XXXVI

Reasons Graduates are Fired

Reason	Rural (N=11)	Urban (N=11)	Total (N=22)
Poor work attitude	3	5	8
Not applicable (none fired)	5	2	7
Attendance, punctuality	3	4	7
Do not know	1	2	3
Lack of skill, competence	1	0	1

One notable difference between the two groups was observed of the urban and rural staff. Namely, five rural in contrast to two urban staff members said none of their former students had been terminated.

Summary

Based upon the statements of the two school staff groups the following conclusions can be drawn:

(a) the majority of school staff perceive the school placement service as being the major source for job leads;

(b) the majority of staff indicate that employers are most concerned with applicant attendance-punctuality;

(c) the majority of school staff beleive that demonstrating "eagerness for the job" and "making a good appearance" are crucial when there are more than enough qualified candidates for a job";

(d) staff view good attendance-punctuality and a willingness to learn as critical behaviors for the newly employed;

(e) the characteristics most frequently mentioned as critical for promotion include competence, ambition, and ability to work well with others;

(f) the reasons most frequently cited as causes for termination are attendance-punctuality and "poor attitude."

Summary

Employers, school staff and employed former students from two VTAE institutions, one rural and one urban, were surveyed regarding job acquisition, retention, advancement and termination. Results related to each part of this survey are provided in the preceding pages.

Below is a brief summary of the general findings and notation of some of the discrepant views of the separate groups.

In general it was found that:

(a) informal sources of job leads are important;

(b) multiple screening procedures including at least an application, an interview and reference check are used;

(c) a "good" appearance and "adequate" communication skills are important to complete the screening process;

(d) employers are interested in the "whole person," how he/she would fit in, as well as job skills;

(e) displaying an eagerness for the job during the screening process can be the crucial factor in obtaining the job;

(f) preparation for the hiring process is important (resume, knowing about company, etc.)

(g) demonstrating a willingness to learn, being punctual and regular in attendance and keeping supervisors informed are important for the new worker;

(h) interpersonal skills as well as ambition and competence are important for promotion;

(i) termination is usually the result of poor use of time, poor attendance and poor attitude rather than the result of incompetence.

In general the employers, school staff and former students were in agreement on the skills and behaviors needed to obtain and maintain employment. Moreover, data obtained from the surveys largely coincides with and supports the findings from the literature and research review. However, there were several descrepancies in the views of the three survey populations:

A. A majority of school staff stated that they thought that the major source of effective job leads for their students was the school placement service. In contrast the vast majority of the students interviewed indicated that they had obtained the lead for their job from an informed source such as, friends or relatives.

B. Employers and staff spoke of the benefits and uses of resumes; the former students did not.

C. Former students and staff placed more emphasis on the importance of job skills in the hiring process than did employers.

D. Employers and staff placed heavier emphasis on the importance of appearance during the screening process than did former students.

E. Students perceived incompetence as being a cause of termination more frequently than did employers or staff.

In addition to the discrepancies between the various groups several others were noted when comparisons were made on a rural and urban basis:

A. Hiring is done on a more informal basis in the rural setting--fewer formal announcements of job openings and fewer screening procedures.

B. Promotion is less regular and is more tied to seniority in the rural setting.

C. Fewer rural employers report terminating employees.

These rural/urban differences perhaps reflect both the intimacy of the rural community and size of the employing firms. Urban employers frequently do not have prior knowledge of the employee. Furthermore, because of their larger size, urban employers also have more openings, more applicants, more slots for promotion and more workers as potentials for termination.

Part IV

Summary and Conclusions

In preparation for construction of an instrument to assess pivotal skills and characteristics necessary for job acquisition, retention and advancement a literature and research search and review was conducted. The major studies reviewed are presented in Part II. This search and review focused on two separate but complementary sets of skills and characteristics:

(a) Job seeking and obtaining;

(b) On the job skills.

The research and literature on the job seeking skills was sifted and winnowed to identify what was called, "desirable employability skills." Those identified were further divided under:

(a) skills related to obtaining job leads;

(b) skills related to following up on job leads; and,

(c) skill related to coping with employer screening procedures.

The personal/social and interpersonal skills, related to on the job behaviors were first collated then sorted into clusters of desirable traits (see Appendix C for a complete listing of the characteristics identified, the scheme employed for clustering and the arrangement of the clusters). From these, staff attempted to develop a profile of the "successful" employee. In other words, staff attempted to develop a list of characteristics a successful or ideal employee would possess. This required operationally defining what traits were identified. The final profile shows the ideal employee to possess or exhibit:

(a) Responsibility- performs tasks in a prescribed manner using proper standards of safety and care for equipment and tools;

(b) Emotional Stability- responds appropriately to stress in work situations;

(c) Initiative- Performs tasks beyond or at a level above normal requirements;

(d) Conscientiousness- meets performance expectations even if these require expenditure of effort or time beyond that normally expected;

(e) Interpersonal Skill- co-worker: is able to maintain harmonious relations with co-workers;

(f) Interpersonal Skill- supervisors and company: (loyal, honest, respectful) is able to maintain appropriate relationship with supervisor/s;

(g) Dependability- meets expectations regarding punctuality and attendance;

(h) Appearance and Hygiene- follows appropriate dress codes and maintains standards of personal cleanliness.

These and the employability skills previously mentioned will form the basis for item construction for the planned instrument.

APPENDIX A

JOB SEEKING AND JOB KEEPING: AN ANNOTATED BIBLIOGRAPHY

Carol Kowle, Ph.D.
Deborah Trout

THE SYSTEMS APPROACH
TO ASSESSMENT AND EVALUATION OF POST
SECONDARY VOCATIONAL EDUCATION PROGRAMS

THE WISCONSIN VOCATIONAL STUDIES CENTER
Merle E. Strong, Director
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University of Wisconsin-Madison

May, 1977

Job Seeking and Job Keeping: An Annotated Bibliography is the first product of the federally-funded, eighteen month project, "A Systems Approach to Assessment and Evaluation of Post Secondary Vocational Education Programs." The purpose of the project is to develop materials for local post secondary educators planning and evaluating job training programs. Specifically, the project focuses on the non-job skills and traits which help individuals get, keep, and advance on jobs. These are personal, interpersonal and social skills which make the difference between job success and job failure.

The project began with a review of literature to locate characteristics or variables related to job acquisition and maintenance. This review was divided into two parts, the first of which involved a survey of commercial literature, curriculum materials, and job seeking guides. The second part of the review, which is still going on, involves a search of scholarly literature and research studies on the skills or traits needed for successful interviewing, job continuation, and advancement on the job.

The annotated bibliography on the following pages consists of the commercial literature, curriculum materials, and job seeking guides which project staff used in the preliminary search for job-related materials. The bibliography is by no means exhaustive. Approximately 90 items are reviewed. A range of materials for a variety of audiences is included. Low literate adults, high school students, executive job seekers, the unemployed, and post secondary and college graduates are among the groups covered. The types of materials range from extensive audio-visual programs to local curriculum outlines from individual school districts.

Most of the materials in the bibliography are readily available from either the publisher, the school district or educational institution, the ERIC collection, or the Wisconsin Vocational Studies Center library. Materials available through the ERIC files have an ED number after the title (e.g. ED 098 440). Those available through the Wisconsin Vocational Studies Center have an acquisition number immediately following the title (e.g. S-2147). Price and other publication information are included with most commercial materials.

The bibliography is intended as a resource for school counselors and placement personnel at both the high school and post secondary level. It should be useful to the individual job seeker as well.

Akron-Summit County Placement Department. Guidelines for conducting pre-employment clinics and job hunting clinics. Akron, Ohio: Author, n.d.

Guidelines for clinic implementation, 30 p.

This publication deals with the techniques and approaches which were used in a project to aid disadvantaged youth in entering the labor market. Both in-school and out-of-school youth were included in the project's pre-employment and job hunting clinics.

American College Testing Program, Educational Services Division. Career planning program. Northbrook, Illinois: Author, n.d.

Program description, 1 p.

Participation in the ACT Career Planning Program is available through the ACT Educational Services Division. Designed for students, the program includes a Career Planning Profile Student Report to aid students in making educational and vocational plans. Self-evaluation is included--students rate themselves on career-related personal characteristics to understand how the characteristics relate to eight career clusters.

Atkins, O.T. and Delaney, J. Getting a job: Orientation to the world of work (ED 098 440). Lexington, Kentucky: University of Kentucky, Vocational Education Curriculum Development Center, 1973.

Curriculum guide for teachers of disadvantaged and handicapped students in the ninth and tenth grades, 92 p. Price: MF-$0.75, HC-$4.20.

One of a series of 10 units composing an orientation to the world of work course. The guide is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics include finding job openings, the job interview, and so on. Lesson plans and suggested resources are included.

Bakeman, M. et al. Job seeking skills reference manual (1971), Job seeking skills guide (1974), Job seeking skills workbook (1972) (S-2147). Minneapolis: Multi-Resource Centers, Inc.

Reference manual for vocational counselors, 63 p., guide for adults with limited mental or reading abilities, 10 p., workbook for adult job-seekers, 24 p.

The goal of the Job Seeking Skills program is "to effect a behavioral change on the part of the applicant at least during job interviews." The target for this series is vocational rehabilitation clients and others including the handicapped, hard-to-employ, and hard-core unemployed. The series includes advice on how to fill out application forms, behave in interviews, assess assets, answer difficult questions about background, and get along on the job.

Baltus, R.K. *Personal psychology for life and work*. New York: McGraw-Hill, 1976.

Textbook for vocational and technical students, 284 p.

Designed to introduce the areas of sociology and psychology to vocational and technical students, this illustrated text includes subjects such as motives, personality, health, problem solving, family living patterns, and success and failure. Learning and enrichment activities, to be used in either group or individual instruction, are presented with the purpose of greater self-understanding and development of individual potential.

Blackledge, W.L.,Blackledge, E.H. and Keily, H.J. *The job you want--how to get it* (C-1333). Cincinnati: South-Western Publishing Co., 1975.

Workbook intended primarily for high school students, 92 p. Price: $2.12.

The workbook, part of the Career Information Series, discusses types of action individuals should take in seeking employment--finding and using all available resources, making summers profitable, selling abilities on paper and in an interview, and so on. Intended for both inexperienced job seekers and experienced individuals desiring a review.

Bobbit, F. and Booth, J. *Job readiness workshop: A resource manual for instructing adult job seekers in the job search process* (C-1105). East Lansing, Michigan: Michigan State University, Center for Rural Manpower and Public Affairs, 1974.

Resource manual for workshop participants, 33 p.

Intended for use in a small workshop of unemployed or underemployed individuals, this manual presents ideas and strategies for teaching skills necessary for successful job seeking. Workshop objectives, suggested approaches, key questions, and participant activities are included. The eight units cover self-evaluation, job expectations, resumes, applications, interviews and other relevant topics.

Boll, C.R. *Executive jobs unlimited*. New York: McMillan Co., 1965 (rev. 1973).

Book for executive-level job seekers, 169 p.

Executive Jobs Unlimited gives advice in job search skills for management and executive-level job seekers in business. Resumes, job letters, interviews and other facets of job seeking are discussed. The special problems of older workers, career government workers moving into business jobs and those looking for a new job while still employed are examined.

Bolles, R.N. *The quick job hunting map*. Berkeley, California: National Career Development Project, 1975.

Workbook for student or adult job seekers, 23 p.

The emphasis in this workbook is on evaluating individual interests and skills. The workbook can be used by undecided students, women returning to work, mid-career changers, or people working for the first time. Readers are asked to complete charts and answer questions regarding their interests and most satisfying accomplishments in order to be able to decide what skills they have and enjoy, where they want to use those skills, and how they can get hired in one of those places.

Brenner, M.H. Management development for women. Personnel Journal, 1972, 51, 165-169.

Recommendations for employers, 4 p.

The article consists of a set of recommendations intended to assist organizations in their development of effective programs to prepare women for management positions. The recommendations deal with three general areas of activity: the selection of applicants for managerial positions, the choice of positions for the initial placement of women managers, and development activities for women.

Chapman, E.N. Your attitude is showing: A primer on human relations, Second edition (B-461). Palo Alto, California: Science Research Associates, 1972.

Worker/Guidance handbook, 215 p. Price: $3.96, leader's guide-$1.00.

Appropriate for workers or for guidance counselors, this text deals with practical principles of good human relations and with ways to develop and apply efficient work habits. Using examples and everyday incidents, it emphasizes how good human relations techniques can contribute to a successful career and to increased efficiency of an organization.

Chicago Board of Education. Career development for the upper grades (ED 105 221). Chicago: Author, 1974.

Curriculum guide, 188 p. Price: MF-$0.76, HC-$2.15.

Intended for use at the junior high school level, this publication is the last in a series of three curriculum guides. Its aim is to provide two types of guidance services, emphasizing group guidance techniques: counseling for self-understanding and personal development, and a program of general occupational information intended to serve as a foundation for later career decisions. Each unit in the series specifies general unit goals, specific behavioral objectives, suggestions for classroom activities, and detailed bibliographies of resource materials.

Cosgrave, G. Career planning: Search for a future. Toronto: University of Toronto, 1973.

Guide for high school and college students, 144 p.

The book and its companion workbook are guides to the process of arriving at decisions in one's education and work. The focus is on self-evaluation, decision making and planning of future career activities. The five major chapters are Making Ready, Discovering Yourself, Decisions Decisions, Creating Your Own Future, and Understanding the World.

Cosgrave, G. Career work book. Toronto: University of Toronto, 1973.

Student workbook, 54 p.

Designed for use as a supplement to Career Planning by the same author, this workbook is composed of exercises and projects in the following divisions: Getting Set for Planning, Knowing Yourself, Reaching Decisions, and Assessing Your Progress.

Course outline: Pre-occupational basic education (C-1104). Hartford, Connecticut: Connecticut State Department of Education, 1975.

Course outline, 10 p.

An outline of a course for students in basic education, the subject matter includes reading, spelling, writing, oral expression, written expression, arithmetic, social studies and community living. Under the community living section the author has identified topics relating to occupational information students should have. These include such occupational values as respecting one another, being willing to work and having pride in good work, being responsible to one's employer, and so on.

Cutler, A., Ferry, F., Kauk, R. and Robinett, R. Job-O dictionary. Belmont, California: Career Materials, 1976.

Dictionary of job titles, 12 p.

The Job-O Dictionary is primarily designed to go along with Job-O, an interest inventory which matches job titles with individual needs. The dictionary includes job definitions, related jobs, unusual jobs, and job characteristics (work with things, work with ideas, high responsibility, and so on) for approximately 120 job titles.

Dade County Public Schools. Employability skills for the vocational cooperative education student: Cooperative business education 1:775.06 (ED 097 474). Miami, Florida: Author, 1972.

Course outline, 20 p. Price: MF-$0.75, HC-$1.50.

This course outline has been prepared as a guide for the vocational student employed full-time and enrolled in a cooperative education program in the area of his/her vocational objective. The 45-hour course includes instructional units in trainee self-evaluation, trainee basic skills development, and on-the-job problems and solutions, as well as training agency information.

Dare, B.F. Keeping that job (S-2604). Chicago: Follet Publishing Company, 1967.

Booklet designed for grade school use, 32 p. Price: $1.29.

The booklet, part of the Accent/The World of Work series, is divided into three sections: Starting That New Job Right, Keeping That Job or Losing It, and Staying with That Job. Each section is divided into parts such as talking with the teacher, words to know, and words used in sentences. Designed to be used by a teacher with his/her students.

Dilley, D.R. Job hints for your students. Business Education World, 1961, 41, 16-17.

Guide for young workers, 2 p.

Practical guide of do's and don'ts for counselors, teachers and students to help students attain and maintain employment either after high school or after further education. Lists importance of relations with work environment, employers and other individuals.

Djeddah, E. Moving up: How to get high-salaried jobs. Berkeley, California: Ten Speed Press, 1971.

Paperback on job tips for adults, 190 p. Price: $3.95.

One of several popular books on job-seeking tips for persons desiring positions in business. The author includes information on ways to find jobs, resume writing, interviewing strategy, handling business contacts and related topics.

Dogin, Y. Help yourself to a job (S-2606). Minneapolis: Finney Company, 1974.

Workbook for low reading level audience, 3 volumes (71 p., 76 p., 79 p.) Price: $1.50 each.

The series of workbooks is arranged to provide an orderly step-by-step plan of development to serve as (1) a course of study in employment for the teenage educable retardant (2) a broad coverage of specific lessons in all areas of employer-employee relationships (3) a source of information for various kinds of jobs presented in many ways.

Dubnick, P. A job for you (S-1576). Austin, Texas: Steck-Vaughn Company, 1967.

Paperback on job seeking skills for low literate adults, 113 p. Price: $1.76

Covers a range of activities related to employment success, from looking at the types of possible jobs to getting along with others. Specific information includes advice on finding job openings, applying for jobs, interviewing, on-the-job training and working for a promotion.

Eisen, I. Seven steps to finding your place in the world of work. Washington, D.C.: B'nai B'rith Vocational Service, 1971.

Guide for Jewish and other minority youth, 31 p.

Designed for young people who have completed a program of education and training and have had some work experience, and who are looking for a better or different job. The major content consists of seven steps (such as Find Out Where the Jobs Are, Preparing for Your Employment Interview) which are an essential part of the job-finding process. Also included are sections on the psychology of motivation, special problems of minority groups and women, keeping an eye on change, and a selected bibliography.

Employment Training Corporation. The job game: Job finders workbook (C-1044). New York: Author, 1975.

Workbook for new or experienced workers, 79 p. Price: $5.00

The workbook is part of a set which also includes a Trainer's Guide and four tape cassettes with presentations on exploring skills and interests, resume writing, interviewing and developing job seeking skills, and learning about the hidden job market and job sources. The workbook is geared to the cassette tapes and includes exercises on the same topics. The intended audience ranges from high school level through college students to experienced workers.

Feild, H.S. and Holley, W.H. Resume preparation: An empirical study of personnel managers' perceptions. The Vocational Guidance Quarterly, 1976, 24 (3), 229-237.

Recommendations for job seekers, 8 p.

Based on responses to a "Job Resume Questionnaire" sent to a random sample of 475 personnel directors throughout the United States, suggestions are made on preparing effective resumes. Ratings of importance of various items in cover letters and resumes are presented, as a basis for specific critical recommendations on resume content and format.

Flanagan, J.C. and Burns, R.K. The employee performance record: A new appraisal and development tool. Harvard Business Review, 1955, 33, 95-102.

Employer guide, 7 p.

Description of the Performance Record developed by GM--a procedure for collecting significant facts about employee performance. The program has a new approach in supervisor aim and attitude toward employees. Facts are gathered so that they will be of maximum use to management in improving employees' understanding of job requirements and developing employees' potential for more responsible positions.

Folsom, G.S. Good work habits: A pre-vocational skill training program (S-2420). Johnstown, Pennsylvania: Mafex Associates, Inc., 1971.

Low-level reading student workbook, 148 p. Price: $2.85.

The idea throughout this workbook is "I Can Be a Winner." Concepts include I can be on time, I can finish my job, I enjoy my work, I can follow directions, I can do a good job. Stories, student exercises, discussion questions, suggested activities, and student and teacher rating scales constitute each chapter.

Fudell, S.E. and Peck, J.R. How to hold your job (S-460). Austin, Texas: Steck-Vaughn Company, 1967.

Student text and workbook for low reading level high school students, 2 volumes (249 p., 128 p.) Price: $3.20.

Responsible work habits on the part of the mentally handicapped are stressed in these books. Exercises encourage students to think about why they should learn about jobs, how to get along with fellow workers, whether they are willing to work and do their best, and so on. Readers learn about following directions, being on time, being honest and reliable, being dependable and cooperating on the job.

Garbin, A.P., Jackson, D.P. and Campbell, R.E. Worker adjustment: Youth in transition from school to work. Columbus, Ohio: The Ohio State University, 1967 (rev. 1970).

Annotated bibliography, 217 p. Price: $14.00.

Compiled by The Ohio State Center for Vocational and Technical Education, this annotated bibliography describes in detail recent literature on the subject of student adjustment to the world of work. Magazine articles, workbooks, research studies and books are included.

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Gelinas, R.P. and Gelinas, P.J. *How teenagers can get good jobs*. New York: Richards Rosen Press, 1971.

Book for students, 153 p.

The authors present practical advice for student job seekers. Contents include When to Apply for a Job, The Qualification Summary, Letters, Want Ads, The Personal Touch, The Interview, The Road Ahead. Examples are used extensively to present effective means of analyzing qualifications, choosing a job that suits the individual best, and selling qualities to employers.

General Motors Corporation, Public Relations Staff. *Can I get the job?*. Detroit, Michigan: General Motors Corporation, 1973.

Pamphlet for high school job seekers, 23 p.

Oriented towards the inexperienced job seeker, this pamphlet is designed to assist in selecting "the right job for you." Contents include What are my interests?, What are employers looking for?, How do I get an interview?, and so on. Also included are checklists of positive personal characteristics and examples of letters and forms.

Goble, D.Y. *How to get a job and keep it* (S-1591). Austin, Texas: Steck-Vaughn Company, 1975.

Guide for students, 63 p. Price: $1.44.

The six units of *How to Get a Job and Keep It* are designed to give students practical advice in seeking and maintaining employment. The book includes tips on selecting a job which suits abilities and interests, using various job sources, applying for a job and interviewing. It also includes a self-inventory exercise and a personal information form.

Haberman, D.J. *et al*. *Social skills development: A unit in career education for the Council Bluffs Community Schools* (ED 096 474). Council Bluffs, Iowa: Council Bluffs Community School District, n.d.

Student activities workbook, 92 p. Price: MF-$0.75, HC-$4.20.

This social skills development unit is designed to supplement career education programs by teaching students social skills necessary to find and maintain employment. The unit is composed of 22 activities or projects exposing students to resumes, interview conduct, job skills, and so on. Included are suggestions for outside reading and films, and examples of checklists and forms.

Henderson, J.E. *A good worker* (S-2451). Johnstown, Pennsylvania: Mafex Associates, Inc., 1968.

Workbook for elementary low-reading students, 56 p. Price: $2.00

Intended for low-level readers, this book is concerned with work habits. The emphasis is on forming good work attitudes.

Hudson, M.W. and Weaver, A.A. On the job (S-2605). Phoenix, New York: Frank E. Richards, 1965.

Low reading level workbook, 34 p. Price: $1.50.

This workbook is designed to guide low-level readers in the adjustment from school to employment. Various aspects of vocational adjustment are discussed, such as work attitudes and positive work habits.

Irish, R.K. Go hire yourself an employer. Garden City: Anchor Books, 1973.

Book for the unemployed, 165 p. Price: $2.95.

Intended primarily for individual use, this book is a self-teaching device: it shows how to be the right person, with ostensibly the right qualifications at the right time and the right place, to obtain a job. It is the product of about eight thousand interviews with the unemployed, the author's own hiring experiences and the success stories of a few people who know how to find a job.

Jacobson, T.J. Knowledge needed to obtain work (SRA). San Diego: San Diego County Board of Education, 1973.

Teacher/counselor guide, 80 p.

This set of materials was prepared in order to aid teachers and counselors in assisting students in understanding the process and necessary steps for seeking and obtaining employment. The materials, which are combined in a loose-leaf notebook, use a fourfold approach: a visual approach consisting of prepared overhead transparencies, a teacher/counselor guide with main points to emphasize on each transparency, a wallet reference guide for future use, and methods of stimulating discussion among students and teachers.

Kallaus, N.F. An office employment profile: Job entry requirements, behavior patterns, career opportunities (ED 103 657). Iowa City, Iowa: Iowa Business Education Association, 1973.

Monograph for employers, 49 p. Price: $2.00.

Intended to present information on changing trends and current practices related to hiring and training beginning office workers. The publication offers analyzed and tabulated data useful in making comparisons of job classifications, salaries, job requirements, and in learning of problems encountered with beginning office workers. The data in the 1972 survey were based on questionnaires sent to 50 large business employers in Iowa.

Keefe, J. The teenager and the interview. New York: Richards Rosen Press, Inc., 1971.

Guide for teenagers and counselors, 188 p.

Guide designed to aid counselors in helping secondary students in the hows, whys and expectations concerning job seeking. Background on some specific occupations (the armed forces, nursing, secretarial jobs) is presented along with information on tests, employment laws, and job seeking skills.

Keily, H.J. and Walters, R.G. How to find and apply for a job, Second edition. Cincinnati: South-Western Publishing Company, 1960.

Booklet aimed at high school and college graduates, 84 p.

The material presented is the result of the authors' experiences in placing in positions the graduates of high schools, private business schools, and colleges. The recommendations are based on placement correspondence, personal contacts with employers and representatives of employment offices, and follow-ups made of graduates placed in positions.

Kimbrell, G. and Vineyard, B.S. Succeeding in the world of work, Second edition (C-1329). Bloomington, Illinois: McKnight Publishing Company, 1975.

Vocational education text, 326 p. Price: $11.50.

The "body of common knowledge needed by workers regardless of their particular occupations" is the subject of this hardbound book. It discusses skills and concepts all workers should have an understanding of in order to perform effectively and responsibly in any occupational role, such as applying for a job, getting along with co-workers, using performance reviews and evaluations, investigating personal values and goals, and making proper use of money, credit, banks, taxes, social security and insurance. The four major parts are: Entering the World of Work, Awareness of Personal Responsibilities, Awareness of Consumer Responsibilities, and Planning Your Future Responsibilities. Each of the nineteen chapters includes study aids.

Lackey, L.L. A program for improving the interpersonal competence of high school students (ED 114 756). Alexandria, Virginia: Human Resources Research Organization, 1974.

Research study and program outline.

Based on data collected from high school students and personnel, a program is presented which aims toward preparing students for the variety of interpersonal relations they will confront throughout their lives. Assertiveness training is stressed in the initial phase of the program, but it is suggested that the program be adapted for use in teaching other interpersonal skills as well.

Lamey, E.M. 15 steps toward getting a job. Orange, California: Career Publishing Inc., 1970.

Pamphlet intended for any job seeker, 6 p.

Many aspects of job seeking are discussed in this pamphlet, especially analyzing job potential, writing letters, interviewing, and follow-up. Included are questions for self-evaluation and a sample personal data sheet, as well as specific recommendations for positive job seeking behavior.

Lamey, E.M. 15 tips on holding a job. Orange, California: Career Publishing Inc., 1970.

Pamphlet primarily for younger workers, 10 p.

Designed for the new employee, this pamphlet lists personal characteristics important in maintaining a job. Each "tip" includes description and rationale, and examples of specific behaviors one should or should not maintain (report on time, respect the importance of others, don't be careless).

Lasher, W.K. *How you can get a better job: Guidance talks on human relations*, Fifth edition. Chicago: American Technical Society, 1972.

Book for student or adult workers, 179 p.

Qualities most important to job advancement are presented, and ways of developing these qualities are suggested. Mistakes that can retard job advancement, and how to avoid them, are also discussed. Examples of successful and poor workers are used extensively to serve the author's ultimate goal of thorough self-evaluation for the reader.

Lashmet, H. and Walsmith, G. *Applying for a job*. San Diego: San Diego County Board of Education, Regional Career Information Center, 1974.

Student guide, 43 p.

The guide presents information on writing a letter of application, interviewing, interview follow-up, keeping your job, pay deductions, and so on. Examples and exercises dealing with letters, application forms, tests and withholding forms are included.

Learning Resources Center, Virginia Commonwealth University. *You're hired! Getting the right job for you*. Austin, Texas: Instructional Materials Services, Division of Extension, the University of Texas at Austin, 1973.

Teacher's manual, 138 p.

Designed for instructors of job preparation programs, this manual provides guidelines and suggestions for the organization and planning of course content, teaching methods, and learning activities. Teachers of job preparation may have their own instructional plans and may wish to use the manual only to supplement or enrich these plans.

Lumsden, H.H. and Sharf, J.C. Behavioral dimensions of the job interview. *Journal of College Placement*, 1974, *34*, 63-67.

Research study report, 4 p.

The purpose of this study was to identify specific applicant behaviors which are critical in job seeking interviews. Data from over 250 job interviews were gathered and a list of favorable and unfavorable dimensions of job-applicant behavior was compiled. These dimensions are seen as having the capacity to influence, and predict, the outcome of job interviews.

Lynn, J.J. *Preparing for public service occupations: Common core career education curriculum guide* (ED 079 547). Sacramento, California: California State Department of Education, Division of Vocational Education, 1973.

Career education curriculum guide, 193 p. Price: MF-$0.65, HC-$6.58.

The Common Core Career Education Curriculum Guide is one of a series developed to assist those involved in implementing career education programs concerned with public service occupations. Instructional material is presented for nine units such as oral communications, good grooming, and techniques of decision making. The guide offers suggestions for course content, teaching materials, and instructional objectives as well as teacher and student activities.

Moynihan, P., Moynihan, J. and Daeger, G.A. *You and your job*. Chicago: J.G. Ferguson Publishing Company, 1968.

Guide for instructors and counselors, 115 p.

The guide was developed in conjunction with five related student booklets: *What Is It?*, *Where Is It?*, *How to Get It*, *How to Keep It*, and *Where Do You Go From Here?*. It is designed to provide teachers and counselors of disadvantaged youth with the necessary instruction materials to assist their students in developing the saleable attitudes required in getting and holding a job. The materials are based on adult concepts in order to be more interesting and relevant to disadvantaged students who, although they may function at the elementary level, often find present materials childish and unrealistic.

Murphy, P.D. *Teaching for employability* (ED 075 621). Bismarck: North Dakota State Board for Vocational Education, Research Coordinating Unit, 1972.

Teacher's guide, 26 p. Price: MF-$0.65, HC-$3.29.

This booklet of teaching suggestions, obtained during a one-day brainstorming session with 12 North Dakota vocational teachers, is based on a research project which sought to identify the concepts and instruction that are common in secondary vocational courses. The research project procedures and results are summarized, and a rank-ordered list of concepts (such as developing a sense of responsibility) is presented. Also included are suggestions and resources for using the concepts, descriptions of effective teaching techniques, and descriptions of techniques to use in assessing students' attitudes.

New York State Education Department, Bureau of Continuing Education Curriculum Development. *Environmental relationships in business: Instructor's guide for an adult course* (ED 074 351). Albany: Author, 1972.

Instructor's guide, 31 p.

Part I in a series entitled "Preparation for Certified Professional Secretary Examination," this instructor's guide was designed for use in an adult secretarial/business education course. The first four lessons cover the factors in people and groups which are fundamental to an understanding of environmental (or human) relationships in business. The last six lessons discuss specific aspects of the business environment. References to case problems are included.

Northcutt, N. Adult functional competency: A summary. In Barron, W.E. and Pitts, T.B., *The Adult Performance Level Study*. Austin, Texas: University of Texas, 1974.

Project report, 15 p.

This section of The Adult Performance Level Study focuses on identifying the competencies which are functional to economic and educational success in today's society. In assessing these competencies in the adult population of the United States, the project has produced data which suggest that many adults do not have the basic education for living which is indicated for even minimal levels of success.

The Ohio State University. Success: A teaching unit about application forms (C-1228). Columbus, Ohio: Author, no date.

Teaching unit for students, 44 p.

These lessons are designed to "help students develop understandings and skills needed to complete job application forms in a manner that would improve the individual's chances for success in his job hunting." Emphasis is placed on following directions, spelling, abbreviations, truthfulness and legibility. Sample application forms and exercises are included.

Olsen, J. Your job and your future (S-2446). New York: Webster-McGraw Book Company, 1968.

Workbook for general audience, 2 volumes (62 p.) Price: $3.71.

The first volume of the set seeks to show readers how to develop skills to find a job and information about such jobs. The second volume discusses jobs that can be obtained with a high school diploma.

O'Neil, S.L. Occupational survival skills: Implications for job maintenance and mobility. Urbana-Champaign, Illinois: University of Illinois, 1976.

Research study summary, 6 p.

The research study was conducted to identify occupational survival skills--the basic knowledge, traits and competencies necessary for an individual to possess in order to maintain a job. Twenty-seven basic occupational survival skills were identified, representative of interpersonal relations and communications, personal characteristics, decision making and problem solving, and job characteristics as related to health and safety.

Osborn, W.C. et al. An instructional program for employability orientation (ED 064 491). Alexandria, Virginia: Human Resources Research Organization, 1972.

Handbook, 2 volumes (308 p.) Price: MF-$0.65, HC-$13.16.

Intended primarily for use by Work Incentive Program (WIN) teams in developing an employability training and orientation program for WIN populations, the handbook would be useful for any kind of work with similar trainees. Program goals include coping with the home environment, realistically assessing vocational goals, obtaining appropriate jobs, and performing successfully within a vocation. The handbook includes guidelines for program managers, instructional modules and references.

Porreca, A.C. and Stallard, J.J. Common affective domain competencies of students among vocational areas. Knoxville, Tennessee: Tennessee Research Coordinating Unit, 1976.

Research paper presented at the American Educational Research Association Convention, San Francisco, April 21, 1976. 25 p.

The study was carried out to verify common affective domain competencies of students among vocational-technical areas and to validate (through the Delphi technique) common affective domain competencies of students among the vocational areas of agriculture, business and office, distributive, home economics, and industrial education. Employers, employees, teachers and state-level vocational education directors participated in the study.

The Psychological Corporation. *Adkins Life Skills Program--Employability skills series.* New York: Columbia University, 1975.

Program description for adults and adolescents, 14 p.

The ten units of the Employability Skills Series are designed as a structured curriculum concerned with choosing, finding, getting, and keeping jobs. This booklet describes in detail the objectives, rationale, and content of each of the units and their sequence.

Randall, F. *Getting a job* (S-2450). Belmont, California: Fearon Publishers, Inc., 1968.

Workbook and teacher's manual, 90 p. Price: $2.70.

The workbook and teacher's manual are designed with the purpose of helping students study and prepare for the working world. To use *Getting a Job* effectively, considerable guidance and supplementation are recommended by the author.

Ratcliff, J.L. *Job development: What it is and how to do it. A report of the National Dissemination Project for Post-Secondary Education* (ED 092 186). Seattle: Washington State Board for Community College Education, 1974.

Project report, 26 p. Price: MF-$0.75, HC-$1.85.

Prepared as part of the National Dissemination Project to suggest ways in which community colleges might better serve the needs of minority and disadvantaged students, this paper focuses on the concept of job development. Job development, as a stage within the career education process, deals with the individual application of cognitive, affective and psychomotor skills to a specific occupation. Emphasis is placed on planning, designing and implementing a job development program within the community college setting.

Ray, M.D. and Hartz, J. *Employability Skills Program: A job placement education program*. Madison: Wisconsin Vocational Studies Center, 1976.

Filmstrips, cassette tapes and instructor's guide designed for use with secondary and post-secondary students. Price: post-secondary version (15 modules)-$300, secondary version (18 modules)-$360. Sampler-$20.

The Employability Skills Programs are individualized learning approaches for students aged 16-28 which cover topics on job planning, job acquisition, and job satisfaction and success. The two versions (secondary and post-secondary) include cassettes and filmstrips for each module, an Instructor's Guide, a script, exercises and outlines for job letters, resumes, job interest inventories and other forms. The script is based on a school setting in which six job seeking students talk with their instructor/counselor about how to get and hold a job.

Richter, D.J. *Occupational essentials: Skills and attitudes for employment*, Third edition. Rockford, Illinois: h.c. Johnson Press, Inc., Vocational Education Division, 1973.

Student guide, 198 p.

The objective of Occupational Essentials is to help students attain skills and attitudes necessary in finding and maintaining jobs. All aspects of job skills are discussed at length, from Who am I--What are my real interests and talents? to Leaving one's job--not simply a matter of "quitting." Discussion questions, quizzes, vocabulary exercises and sample forms are included.

Roskos, F.C. Preparing for the world of work (C-1121). Merrill, Wisconsin: F.R. Publications, 1975.

Student workbook, 138 p.

Designed to introduce the student to the vocabulary and information needed for an effective work-study program, this workbook includes information on job seeking, such as locating employers, writing letters of application and interviewing. Reasons for job openings and employee termination are also listed. The author presents background on job details, union membership, and similar aspects of the working world, and concludes with job responsibilities such as learning the job quickly, being safety conscious, being able to accept criticism and being courteous. Written in a simplified style, but not necessarily intended for low literate students.

Schapiro, J. The jobs book: How to find and keep a job (SCOPE/Job Skills I) (C-1334). New York: Scholastic Book Services, 1976.

Student workbook, 94 p., teaching guide, 7 p.

The material in this workbook is intended for junior and senior high school students who read at the fourth to sixth grade levels. It focuses on the immediate satisfactions of a job as well as long-range career aims, dealing realistically with topics such as want ads, interviews, taxes and reading paycheck stubs. Games, plays, and humorous situations and illustrations are included as well as forms and exercises.

Schneider, B. Getting and holding a job (S-841). Phoenix, New York: Frank E. Richards, 1966 (rev. 1974).

Workbook, 60 p. Price: $1.75.

Described by the author as "a work text developed especially for the young adult getting ready to enter the business world." The workbook provides young adults with exercises and activities related to looking for a job, preparing a personal data sheet, learning about fringe benefits, social security and similar details, holding a job, and how not to keep a job.

Scholz, N.T. How to decide: A guide for women. New York: College Entrance Examination Board, 1975.

Guide for women of all ages, 121 p. Price: $5.95.

The aim of this workbook is to assist in increasing women's decision-making abilities. The book is composed of exercises and activities, generally drawn from actual life experiences. It incorporates a step-by-step approach in areas such as how to develop a plan of action, how to recognize and cope with value conflicts, and how to set goals and move toward them.

Scott, E. and Love, D. *How to keep a job: Orientation to the world of work unit* (C-733*). Lexington, Kentucky: The Curriculum Development Center for Kentucky, 1974.

Workbook for special vocational education teachers, 177 p.

Directed towards teachers of disadvantaged and handicapped high school students who don't receive environmental experiences conducive to job success, this workbook includes student materials, exercises, learning strategies, learning packets, transparencies, lesson plans, and suggested resources. The focus is on the personal development, within each student's ability, of knowledge, concepts, and attitudes that are necessary for successful work experience.

Shaw, E.A. Behavioral modification and the interview. *Journal of College Placement*, 1973, *34*, 53-57.

Article primarily for counselors and placement officers, 4 p.

The author's concern here is the common practice of "coaching" students for job interviews. He suggests that interview training leads to misrepresentation of the student's personal makeup, and recommends instead the use of techniques designed to teach students how to relax and project their true personalities.

Sheppard, H.L. and Belitsky, A.H. *The job hunt: Job-seeking behavior of unemployed workers in a local economy*. Baltimore, Maryland: The Johns Hopkins Press, 1966.

Research study, 270 p. Price: $7.95.

The study encompasses the job-seeking experiences of approximately 530 unemployed persons in Erie, Pennsylvania. The purpose of the study was to combine the insights of economics and social psychology with the subject of job-seeking behavior of blue-collar workers, in order to improve jobfinding success. Results show that the outcomes of the job seeking process are determined by the interaction of the economy, demands and preferences of employers, demographic factors, and social-psychological variables (such as achievement motivation, values, and job-interview anxiety) of the job seeker.

Sheppard, H.L. and Belitsky, A.H. *Promoting jobfinding success for the unemployed*. Kalamazoo, Michigan: The W.E. Upjohn Institute for Employment Research, 1968.

Study summary bulletin, 17 p. Price: $0.25.

This bulletin is a brief summary of an Upjohn Institute study entitled *The Job Hunt* (see above).

Singer Education Division. *Job Survival Skills Program: Participant's workbook.* Rochester, New York: Author, 1973.

Program workbook, 61 p.

The *Participant's Workbook* is designed to be used with other materials and activities of the Job Survival Skills Program. Each of the fifteen units (on subjects such as Communication, You and Your Supervisor) includes readings, exercises, and worksheets.

Snelling, R.O. The opportunity explosion. New York: New American Library, 1969.

Paperback for adult audience, 302 p. Price: $0.95.

Written by the head of a well-known employment agency, this book gives advice on getting ahead primarily in the business world. Chapters are addressed to special groups such as blacks, women, those seeking part-time employment, teenagers, the older worker, and the handicapped. Includes advice on resume writing, interviewing, attracting notice on the job, applying for summer jobs, and seeking out job areas where personnel demands are increasing.

Stanat, K.W. and Reardon, P. Job hunting secrets and tactics (C-1331). Chicago: Follett Publishing Company, 1977.

Paperback on job tips for adults, 220 p. Price: $4.95.

Written by the placement director of the University of Wisconsin-Milwaukee, this newly published book focuses on job hunting tactics. It includes job seeking tips, and information on college placement centers and employment agencies, qualifications, resumes, interviews, and "selling oneself."

State of Indiana Department of Public Instruction. Character development, personality and human relations (C-820). Indianapolis: Author, 1971.

Student guide, 16 p.

This booklet, developed by the Indiana Industrial Cooperative Training Coordinators at the summer workshop in 1971, deals with desirable and negative character traits. It includes discussions of basic desires--the desire to live, the desire to be with people, the desire to excel--with the purpose of understanding and succeeding in human relations.

Storms, C.A. Survival in the world of work (C-1077). Columbus, Ohio: Ohio Distributive Education Materials Lab, n.d.

Instructor's handbook, 28+ p.

Intended for use in a clinic for high school students about to enter the world of work. The emphasis is on training in the techniques of job seeking, making application, and succeeding in employment, rather than on technical job skills. The clinic is divided into three major segments: Preparing for the Interview, The Interview, and Follow-up. Notes to the instructor, 64 transparencies, and a 24-page student booklet are included to supplement the narrative text.

Studwell, J.S. How to score in an interview: Some expert tips for eager job seekers. Northliner Magazine, 1975, 7 (3), 24-25.

Magazine article for adult job seekers, 2 p.

Designed for adult job seekers, the suggestions for interviewing presented in this article focus on positive and negative personal forms of behavior. The importance of controlling certain detrimental mannerisms, habits and points of view is stressed.

Turner, R.H. *Holding a job*, Turner Career Guidance Series #5 (S-2445). Chicago: Follett Publishing Company, 1974.

Workbook for general audience, 48 p. Price: $1.38.

The workbook consists of a guide and questionnaire to determine current work attitudes and how to improve them. Questions are included which relate to on-the-job situations and preparing for employment.

Turner, R.H. *Looking for a job*, Turner Career Guidance Series #4 (S-2444). Chicago: Follett Publishing Company, 1974.

Workbook for general audience, 48 p. Price: $1.38.

This workbook deals particularly with job misfortunes and what to do about them. Exercises and activities are presented dealing with personnel agencies, letters of application and recommendation, want ads, small businesses, and improving job skills.

University of Wisconsin-Madison, Career Advising and Placement Services. *Survey of employers at Midwest College Placement Association, 1976*. Madison, Wisconsin: Author, 1976.

Survey results, 1 p.

Over three hundred employers who attended a meeting of the Midwest College Placement Association were asked to rate the importance of personal characteristics in student interviews. Results showed that factors such as appearance and self-confidence are considered to be important job seeking skills.

United States Department of Labor, Department of Labor Statistics. Toward matching personal and job characteristics. *Occupational Outlook Quarterly*, 1975, *19* (1), 2-18.

Magazine report for high school students and counselors, 16 p.

In this USDL report, 25 occupational characteristics and requirements are matched with 282 occupations from the *Occupational Outlook Handbook*. Occupational characteristics include personal preferences such as working with things, working with ideas, exposed to weather, opportunity for self-expression, and so on.

Vitalo, R.L. A course in life skills. *Journal of College Student Personnel*, 1974, 34-38.

Course proposal, 4 p.

The article constitutes a proposal of a course in life skills, integrating systematic human relations training and problem solving skills with the defining of career goals. The course is designed to teach students skills in solving the problems and making the decisions that emerge within the context of daily living.

Witkin, B.R. SCA (Speech Communication Association) and career communication: A status report (ED 085 800). Paper presented at the annual meeting of the Speech Communication Association, New York City, 1973.

Paper primarily for career educators, 16 p. Price: MF-$0.65, HC-$3.29.

The focus here is on the need for integrating communication skills into career education programs. Major areas for communication research in career education are identified and include defining skills that are directly job-related, as distinct from general competencies, and studying the relationship of interpersonal communication skills to career decision making.

APPENDIX B

FORMER STUDENT SURVEY

DESCRIPTIVE DATA -

1. Name of respondent ____

2. Age ______________________________ Sex ______________________

3. Marital status ______________________ Children (number) ____________

4. Spouse employed: Yes __________ No __________

5. Program ____

6. Date of Program Completion __________________ or Termination __________

7. Position held: Job title ____

Job duties ____

Company or firm ____________________________________

8. Date started on this job ____

Program ____

9. Other jobs held since completion or termination
(list in reverse chronological order)

FORMER STUDENTS -

1. How did you get this job?

How did you find out it was open?

Had you ever met the employer prior to getting the job?

2. What procedures did you have to go through to get the job?
(telephone contact, screening tests, interview, application, etc.)

3. What do you think influenced the employer to hire you?

4. How did other employees who have been hired by this company get their jobs?

What do you think is important in getting a job at your company?

What advice would you give to someone who wanted to get a job like yours?

5. How many jobs did you apply for before you got hired for this one?

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KEEPING A JOB -

1. What do you have to do to keep your job in this company?

2. What does your employer seem to be most concerned about?

What are his/her pet peeves? What gets him/her angry?

Think back on the last person you knew who was fired or laid off at your company. What do you think led to his/her being fired?

What should you avoid doing?

3. Describe any problems which your supervisors have encountered with employees, in terms of:

    a. Attitude toward work:

    b. Appearance or grooming:

    c. Health of employee:

    d. Acceptance of company policies or regulations:

    e. Lack of responsibility:

    f. Communication problems:

    g. Emotional outbursts or instability:

    h. Unwillingness to accept changes in job demands or work situation:

    i. Unwillingness to learn:

    j. Poor work habits:

4. How does your supervisor expect you to behave toward him/her?

5. How do your co-workers expect you to behave toward them?

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6. Who gets promoted? What type of person?

7. Think back on the last person you knew who was promoted. What do you think led to that promotion?

If you wanted to get promoted, what would you have to do?

8. What gets people fired around your place?

9. How many people would you say have been fired within the last year?

10. Describe some of the situations which have led to firing.

SCHOOL PERSONNEL STAFF SURVEY

DESCRIPTIVE DATA -

1. Position: ____

____

2. Number of students you referred to job openings withing past year: ________

____

3. Types of job openings to which you referred students:

   a. In business ______________________________________

   b. In T & I ____

HIRING PROCESS -

1. How do your students normally go about getting a job?

2. What qualities, characteristics, or behaviors do employers most frequently request when they ask you to refer a student for a job?

3. What qualities, characteristics or behaviors do employers want to avoid?

4. What basis do you use for selecting the students to refer to job openings? (own judgment, teacher recommendations, etc.)

5. Aside from a lack of job skills, what other problems do you encounter in trying to place students?

6. What characteristics, qualities, or behaviors seem to differentiate between students who get jobs and those who do not?

7. What reasons do employers most frequently give you for deciding not to hire a student?

8. What are some of the common mistakes students make?

   a. in telephoning an employer about a job opening:

   b. in preparing resumes:

   c. in completing application blanks:

   d. in selecting references:

   e. during a job interview:

KEEPING THE JOB -

1. Once a student has been hired in a (Business, T & I) - related job, what does s/he need to do to keep the job, i.e., what advice would you give students on keeping a job?

2. In your experience, what are some of the minimum standards employers expect their employees to meet?

3. What aspects of the student's private life seem to promote a good on-the-job performance?

4. What aspects of the student's private life seem to promote good on-the-job relations?

5. What things in their private lives seem to interfere with their work performance?

6. Describe any problems which your former students have encountered with employees in terms of:

   a. Attitude toward work:

b. Appearance or grooming:

c. Health of employee:

d. Acceptance of company policies or regulations:

e. Lack of responsibility:

f. Communication problems:

g. Emotional outbursts or instability:

h. Unwillingness to accept changes in job demands or work situation:

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i. Unwillingness to learn:

j. Poor work habits:

k. Inability to get along with co-workers:

l. Inability to get along with supervisor:

7. What types of students seem to get promoted on the job?

8. What advice would you give a student who wanted to begin a successful career in (Business, T & I)?

9. Approximately what percentage of students who find jobs in (T & I, Business) would you guess eventually get fired from these jobs? What are some of the reasons these students get fired?

10. In some cases you can almost predict that some students are going to have trouble on the job. What are some of the student behaviors which seem to suggest later on-the-job problems?

EMPLOYER SURVEY FORM

DESCRIPTIVE DATA

1. Name of respondent: ______________________________

2. Name of business or industry: ______________________________

   a. Address of business: ______________________________

   b. Phone number: ____________________

3. Position title within business: ______________________________

4. Amount of authority person has in hiring and firing process: ____________ ______________________________

5. Number of employees in firm or business: ____________________

6. Number of new employees hired in past year: ____________________

   a. How many of these had completed VTAE programs? ____________________

   b. Number of applicants per job opening: ____________________

7. For what types of entry positions in your company would VTAE graduates qualify?

Questions related to the hiring process

1. In general, how do you go about finding possible applicants for vacancies in these positions. (See above)
   (Interview: Encourage the employer to detail all the steps they follow to make position known. What is the first step they take when there is an opening? Why?)

2. After you have identified some possible applicants, what procedures do you use to screen them?

3. What characteristics, behaviors, qualities are you looking for during this screening process? (Interviewer: Encourage them to be specific.)

4. How do you determine if the applicant posesses these qualities during the screening?

5. If you were to be faced with two applicants who both possessed the specific skills needed to do the job, what other factors would influence you to hire one applicant over another? Why?

6. What are some of the common mistakes people make when they apply for a job at your company?

7. What advice would you give to a qualified person who wanted a job in your company?

8. I'll give you some samples of common screening procedures used by employers. I'd like you to tell me what makes a good or poor impression on you in each area.

   a. Written information you receive from the applicant such as resumés, letters of inquiry, summaries of qualifications.

      1. What creates a good impression or encourages you to consider the person further?

      2. What would discourage your interest in the person or leave a poor impression?

   b. When people call you on the phone about a job,

      1. What creates a good impression?

      2. What creates a poor impression?

   c. What do you look for on an application blank?

   d. During an interview

      1. How does a person's appearance, including dress, grooming, and mannerisms affect your impression of him/her?

      2. Conversational skills:

   e. Do you request references? What emphasis do you place on them during the hiring process?

KEEPING A JOB AFTER BEING HIRED -

1. What advice would you give to a new employee on how to keep his/her job?

2. What, if anything, away from the job seems to influence your employee's performance on-the-job?

3. Do you conduct a periodic evaluation of your employees?

4. How important is this evaluation in terms of salary increases?

5. How do you select from among your employees those who will be promoted? What are some ways these employees differ from employees who you would not consider for promotion?

6. How many people have you had cause to fire during the last year? ___________
What are some of the things these people did which influenced your decision to terminate them?

7. What are some of your pet peeves or things that annoy you that your employees do?

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8. Describe what you consider to be acceptable employee behavior toward a supervisor:

Toward co-workers:

Can you give any examples of situations where employees have behaved inappropriately?

9. Describe any problems which your supervisors have encountered with employees, in terms of:

   a. Attitude of work:

   b. Appearance or grooming:

   c. Health of employee:

   d. Acceptance of company policies or regulations:

   e. Lack of responsibility:

   f. Communication problems:

   g. Emotional outbursts or instability:

h. Unwillingness to accept changes in job demands or work situation:

i. Unwillingness to learn:

j. Poor work habits:

10. Name five characteristics or qualities which you feel distinguish employees who are both productive and well-adjusted from other employees:

APPENDIX C

Personal, Interpersonal and Social Skills Identified in the Literature Search - Desirable Worker Characteristics

An initial search of the readily available literature uncovered a number of lists of desirable worker characteristics. No two lists were alike and many bore little similarity to any of the other lists of worker characteristics. None of the lists was exhaustive. The range of worker attributes considered "desirable" is so large that a truly exhaustive list is probably impossible to construct. It was possible, however, to construct a very comprehensive list.

All of the references collected from several different literature searches were combed for worker characteristics. Each of these was typed on a 3 x 5 card with the reference on the back. This procedure yielded over 500 cards with descriptive words, phrases, or sentences. Some words, such as "prompt" or a similar descriptor, appeared on a majority of the original lists. The initial set of 500+ cards was sorted to remove these duplications.

The remaining set of approximately 200 cards was then given to six staff members (3 male and 3 female) with the instructions to sort the cards in related piles. The only restriction was that there should be at least four piles but not more than 20. When a person was finished, his or her sorted files were typed into separate lists. The cards were shuffled and given to the next staff member to sort. Each person worked independently of the others.

The lists were then given to one staff member to combine into a single set of lists which preserved the basic areas of agreement determined by the sorters but which also reduced the amount of overlap between clusters of items. The final organization of the 200+ items was a set of twelve clusters of desirable worker characteristics. Each cluster had from 11 to 40 items. A listing of the 12 clusters with respective variables is presented on the following pages.

This sorting process is a subjective one, of course. The original items were subjective by their very nature. The number of common or overlapping items indicated a good deal of general agreement among writers in the employment field about what constitutes desirable worker characteristics. This general agreement was evident throughout the sorting and winnowing at each step of the process. The resulting twelve clusters are a comprehensive but not an exhaustive list. Any given employer will have additional items to add and will feel that some of the given items do not apply.

A word of caution. There is no empirical evidence to support or reject the validity of these characteristics. These items are what people say is important. Such socially unexceptable hiring criteria as being blonde, blue eyed, male, etc., will not be uncovered by this method. These clusters also are probably most representative of criteria used by medium and large American businesses hiring in the third quarter of the twentieth century.

DESIRABLE WORKER CHARACTERISTICS RESULTING FROM THE REVIEW OF LITERATURE AND STAFF CARD SORT

CLUSTER 1 - WORK PRACTICES AND HABITS

The employee's:

1. quality of work meets or surpasses task performance expectations.
2. quantity of work meets or surpasses task performance expectations.
3. neatness of work meets or surpasses task performance expectations.
4. accuracy of work meets or surpasses task performance expectations.
5. thoroughness of work meets or surpasses task performance expectations.
6. quality of work is consistent.

The employee:

7. takes pride in his/her work.
8. accepts the dignity of the work.
9. is dependable.
10. has a systematic approach to solving work-related problems.
11. plans and outlines each day's work ahead of time.
12. is able to sustain the routine necessary to get the work done.
13. practices safe work habits.
14. possesses the know-how to do the job.
15. knows how to use the tools and equipment associated with the job.
16. takes good care of the occupational tools and equipment.
17. is neat and orderly on the job.
18. displays initiative, i.e., does the jobs that need doing.
19. completes tasks promptly and/or turns in work ahead of time.
20. tries to complete each task successfully.
21. is willing to work overtime.
22. works overtime only when necessary.
23. arrives at work relaxed and cheerful.
24. arrives at work on time.
25. has a good attendance record.
26. gives more than full value for the salary or wage paid.
27. knows what is expected of him/her.
28. shows responsibility in keeping the immediate supervisor informed.
29. shows responsibility in providing for the service & safety of the customer.
30. arranges his/her time on the job efficiently.
31. arranges his/her materials on the job efficiently.
32. strives to increase his/her efficiency.
33. works rapidly without bothering others.
34. knows the company's competition.
35. holds as confidential information pertaining to the job.
36. creates a business-like image.
37. goes easy on the privileges associated with the job.
38. follows directions.
39. is industrious in the execution of the tasks.
40. executes the tasks with workmanship and skill.

CLUSTER 2 - INDEPENDENCE

The employee:

1. is able to work with a minimum of supervision.
2. is able to plan and organize the work on his/her own.
3. shows initiative in dealing with the work environment.
4. shows self discipline in dealing with work tasks.
5. shows imagination in carrying out the work task.
6. is a reliable and dependable worker.
7. shows resourcefulness in the work environment.
8. demonstrates tact in the work environment.
9. demonstrates decisiveness in the work environment.
10. is able to make independent decisions.
11. has occupational goals in keeping with his/her interests and abilities.
12. uses his/her ability to think through problems.
13. exercises foresight and good judgment.
14. accepts responsibility for his/her errors.
15. assumes responsibility for own actions.
16. works hard and seeks rapid promotion.
17. finds things to do without help of the supervisor.
18. manages own finances wisely.
19. works quickly without disturbing others.
20. shows perseverance in carrying out the work task.
21. participates in leadership activities off the job.
22. participates in extracurricular activities.
23. learns to judge values.
24. fills slack time productively.

CLUSTER 3 - RELATIONS WITH THE COMPANY

The employee:

1. follows company rules concerning hours, vacations, time off, and sick leave.
2. returns from lunch on time.
3. gives notice of any absence by calling in.
4. reports for work on time.
5. follows safety regulations.
6. deals with authorities through proper channels.
7. has a basic knowledge of the company's basic operating procedures.
8. reads the company handbook carefully.
9. knows and follows the company rules and regulations.
10. is honest and fair in dealing with the company.
11. is loyal and trustworthy in dealing with the company.
12. is reliable in dealings with the company.
13. understands one's relationship to the company, the employer and the other employees.
14. knows where he/she fits in the company.
15. knows the names of department heads and fellow employees.
16. gets along with the boss.
17. is able to fit the company image on and off the job.
18. recognizes that he/she represents the company.
19. recognizes the importance of good business ethics.

20. maintains sound professional conduct.
21. shows respect for authority.
22. knows what is expected of him/her.
23. is able to talk to the boss about job related problems.

CLUSTER 4 - APPEARANCE AND PHYSICAL FITNESS

The employee:

1. reports to work each day fit and alert.
2. has stamina and energy.
3. keeps him/her self in good physical shape.
4. takes proper care of his/her teeth.
5. takes proper care of his/her skin.
6. takes proper care of his/her hands.
7. presents a good physical appearance in terms of posture, bearing, alertness, etc.
8. has good health habits.
9. is personally clean.
10. is in good physical health.
11. does not smoke.
12. smokes only at appropriate times and places.
13. maintains a neat and clean appearance.
14. dresses and grooms appropriately for the job.
15. always looks his/her best.
16. is always correctly shaved.
17. always has hair appropriately groomed.
18. uses cosmetics in moderation.
19. chooses and uses accessories appropriately.

CLUSTER 5 - JOB PERFORMANCE SKILLS

The employee:

1. is able to use the tools, machines, and materials of the trade.
2. takes proper care of the tools, machines, and materials used.
3. plans his/her work out in advance.
4. follows directions and instructions.
5. does not waste company time or materials.
6. has the skills necessary to perform the job.
7. has had the relevant coursework or specialized training to do the job.
8. is able to concentrate on the task; is not distractable.
9. has the necessary decision making skills.
10. has a good memory.
11. works productively.
12. works efficiently.
13. works thoroughly.

CLUSTER 6 - GENERAL KNOWLEDGE SKILLS

The employee:

1. knows about occupations and the world of work.
2. understands the basics of the economic system.
3. understands the basics of the governmental system.
4. has a sound formal education.
5. understands the basics of our legal system.
6. understands the concept of work.
7. understands the satisfaction found in work.
8. has good learning ability.
9. has scholastic skills and ability.
10. has academic motivation.
11. has organizing ability.
12. has artistic ability.
13. has mechanic ability.
14. has clerical ability.
15. has analytical ability.
16. has basic arithmetic skills.
17. has math ability.
18. has computational skills.
19. has scientific ability.
20. has skills in basic record keeping.
21. likes to work with ideas.
22. likes to work with things.
23. likes to work with details.

CLUSTER 7 - STABILITY, MATURITY, AND EMOTIONAL CONTROL

The employee:

1. uses common sense and good judgment.
2. shows patience and perseverance.
3. is able to cope with frustration.
4. is able to work under pressure.
5. has few personal or environmental problems.
6. is willing to accept advice and criticism.
7. recognizes that he/she will make mistakes.
8. is a self starter.
9. is adaptable.
10. informs boss of mistakes.
11. isn't afraid to ask for help.
12. exercises restraint and self control.
13. develops self discipline.
14. is dependable.
15. is consistent.
16. is able to control temper and other emotions.
17. acknowledges faults.
18. works to eliminate negative traits.
19. thinks about the broad aspects of the job.
20. uses effective decision making processes.
21. is on time each day and has a good attendance record.

CLUSTER 8 - COMMUNICATION SKILLS

The employee:

1. is able to use the telephone correctly.
2. uses language appropriate to the setting (no profanity if not acceptable)
3. understands written information.
4. has skills in basic report writing.
5. knows how and when to listen.
6. knows how and when to ask questions.
7. "listens" with his/her eyes as well as his/her ears.
8. is aware of and responds to non verbal cues.
9. knows how and when to "speak up."
10. communicates concisely.
11. communicates clearly.
12. has basic speaking and writing skills.
13. uses appropriate facial expressions.

CLUSTER 9 - SOCIAL BEHAVIORS WITH BOSS AND CO-WORKERS

The employee:

1. gets along with people with a variety of personalities.
2. shows an interest in others.
3. is sincere and natural on the job.
4. takes the initiative in establishing a relationship.
5. can be depended on by boss and co-workers.
6. is personally and socially confident.
7. can work helpfully as a team member.
8. uses good manners while on the job.
9. responds warmly and receptively to others.
10. has respect for the privacy of others.
11. has respect for the dignity of others.
12. recognizes the individual uniqueness and worth of others.
13. doesn't gossip.
14. respects the ambitions of others.
15. respects the ideas of others.
16. is cheerful and friendly toward other workers.
17. is helpful and cooperative.
18. is courteous and considerate.
19. understands the chain of command.
20. is tactful.
21. is tolerant.
22. is thoughtful.
23. is unselfish.
24. has poise.
25. has empathy.
26. isn't too familiar with the boss.
27. tells the truth.
28. takes the positive approach.
29. has the ability to make friends.

CLUSTER 10 - POSITIVE ATTITUDE TOWARD THE JOB

The employee:

1. derives personal satisfaction from doing quality work.
2. strives to do his/her best.
3. is motivated to do his/her work, does it willingly.
4. has a positive attitude about work.
5. gets to work on time.
6. doesn't watch the clock.
7. does his/her share of the work.
8. is able to adjust to various work situations.
9. shows respect for authority.
10. shows enthusiasm toward the work.
11. knows the company direction and goals.
12. observes company rules.
13. develops a time consciousness about the job.
14. can talk to the boss about job related problems.
15. knows what is expected on the job.
16. shows initiative on the job.
17. demonstrates perseverance in accomplishing the job.
18. shows ambition.
19. shows willingness to become part of the work group.
20. accepts the need to have his/her work checked.

CLUSTER 11 - JOB GETTING SKILLS

The applicant:

1. knows own qualifications, strengths and weaknesses.
2. has knowledge about the job and the company.
3. displays a realistic desire to work.
4. is self confident in ability to do the work.
5. knows how to locate information, materials, and equipment.
6. has had relevant courses.
7. has had specialized training.
8. manifests an interest in the job.
9. has participated and/or been a leader in extra curricular activities.
10. shows initiative.
11. is willing to take and/or invest in further training.
12. has approached the problem of career choice with systematic skills.

CLUSTER 12 - ATTITUDE TOWARD LEARNING

The employee:

1. accepts constructive criticism.
2. acknowleges the experience and judgment of others.
3. shows a willingness to continue learning.

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4. is willing to invest time and effort in further training.
5. is receptive and adaptable to changes in the job.
6. listens to instructions.
7. asks questions.
8. observes and learns from fellow employees.
9. learns own job before learning the job higher up.
10. takes advantage of training courses offered.
11. concentrates on the job at hand.

WISCONSIN VOCATIONAL STUDIES CENTER
UNIVERSITY OF WISCONSIN-MADISON

The Wisconsin Vocational Studies Center at the University of Wisconsin-Madison was reorganized with the support of the Wisconsin Board of Vocational, Technical, and Adult Education within the School of Education in 1971. The function of the center is to serve the State of Wisconsin in a unique way by bringing the resources of the University to bear on identified problems in the delivery of vocational and manpower programs—vocational education, technical education, adult education, career education, and manpower training—to citizens of all ages in all communities of the state. The center focuses upon the delivery of services including analyses of need, target groups served, institutional organization, instructional and curriculum methodology and content, labor market needs, manpower policy, and other appropriate factors. To the extent that these goals are enhanced and the foci of problems widened to encompass regional and national concerns, the center engages in studies beyond the boundaries of the state.

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